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ABSTRACT

A project was conducted to develop strategies for increasing use of business, industry, and labor inputs in vocational education personnel development programs. Ten institutions from ten states were selected to participate by an eight-member planning committee. The technical assistance needs of the selected institutions were determined, and training materials were developed, including a technical assistance handbook. A three-day technical assistance conference was held for thirty educational representatives from the ten states. The conference was conducted to capacitate team members from each institution to return to their states with specific information and realistic action plans to maximize business, industry, and labor inputs in vocational education personnel development. The predominant levels served were secondary and postsecondary. In addition to the technical assistance conference, a follow-up study was conducted to collect data documenting each team's progress. (The majority of this report contains appended information, such as conference and meeting agendas, the evaluation report of the technical assistance conference, evaluation instruments, the states' plans of action, and the states' implementation reports.) (Author/BM)

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FINAL REPORT

BUSINESS-INDUSTRY-LABOR INPUTS IN VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT

PROJECT NO. OH-V-706(N)

Catharine P. Warmbrod
Orest Cap

The National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio

June 1978

CE 016 701

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PROJECT DESCRIPTION

TITLE OF PROJECT

Business-Industry-Labor Inputs in
Vocational Education Personnel Development

INSTITUTION

The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

DATES OF PROJECT

July 1, 1977 - June 30, 1978

PRIORITY

The project was one of the Education Professions Development Act (EPDA) top priority areas identified for funding by U.S.O.E. in 1977-1978.

SPONSOR

The United States Office of Education
Ohio Department of Education, Division of
Vocational Education

PROJECT DIRECTOR

Catharine P. Warmbrod

REPORT OVERVIEW

This final report contains a summary of project activities including goals and objectives of the project, the project planning committee members, the process for selection of the ten states, the planning committee meeting, the selected states and state team members, the technical assistance conference, the states' plans of action, and the report of implementation efforts. A brief description of the project products is included, as well as a dissemination plan for those products. A copy of the projects produced by the project accompany this report.

In addition, the addendum includes the evaluation report of the technical assistance conference.

PROJECT ABSTRACT

Strategies for increasing use of business, industry, and labor inputs in vocational education personnel development programs were developed under this project. Ten institutions from ten states with a demonstrated commitment to increase business, industry, and labor inputs in vocational education personnel development programs were selected with the assistance of an eight-member Planning Committee to participate in this project.

The technical assistance needs of the selected institutions were determined. Training materials were developed, including a technical assistance handbook. A three-day technical assistance conference was held in Columbus, Ohio, April 3-5, 1978, for thirty educational representatives from ten states. This conference was conducted to capacitate team members from each institution to return to their states with specific information and realistic action plans to maximize business, industry, and labor inputs in vocational education personnel development. The predominant levels served were secondary and post-secondary. In addition to the technical assistance conference, a follow-up study was conducted to collect data documenting each team's progress.

PROJECT GOAL AND OBJECTIVES

The overall goal of this project was to develop effective strategies for increasing business, industry, and labor inputs into vocational education personnel development programs. The long-range objectives were to enable:

1. Business, industry, labor, and education leaders to become more strongly aware of how they could effectively interface with vocational education.
2. Local and state directors of vocational education to gain knowledge of various strategies, evaluation design, and promising practices of involving business, industry, and labor into personnel development programs.
3. Vocational teacher educators and others responsible for vocational education personnel development to learn how they can maximize business, industry, and labor involvement into their programs.
4. Vocational education teachers to provide more practical and relevant course offerings and experiences.

To move vigorously toward attaining the general project goal, the project had the following objectives:

1. To identify states that have designated the need to increase business, industry, and labor inputs in vocational education personnel development programs and have demonstrated a commitment to work toward this end.
2. To select ten states for participation in the project out of states identified in 1 (above).
3. To develop technical assistance training materials based upon identified participant needs.
4. To conduct a technical assistance conference to aid three-person teams from each of the ten selected states to develop specific action plans and to acquire identified, needed competencies.
5. To conduct a follow-up study to document the steps taken to implement the plans of action.
6. To widely disseminate products generated through the project.
7. To manage the project in an efficient manner.

PROJECT PLANNING COMMITTEE

The project staff established and utilized the services of an eight-member project Planning Committee; the selection and approval of committee members was handled by project staff with state and regional EPDA project officers. The following criteria were used to identify and select Planning Committee members. Committee members should:

1. Represent business, industry, labor, vocational education, and training positions.

2. Be broadly knowledgeable of the areas of vocational education, personnel development, training and adult education.

3. Have demonstrated capacity or reputation for dealing with complex problems and issues; and for identifying, clarifying, and assessing concepts, positions, and results.

4. Work effectively as members of a team willing to objectively consider or explore a variety of potential issues or alternative positions, rather than simply promote a prior personal position or approach to a problem.

5. Indicate their intention and ability to prepare for, attend, and participate in the scheduled meetings of the Planning Committee, and willingness and ability to respond to other project needs such as periodic reviews of materials or plans.

6. Be representative of women and minorities.

With these criteria in mind, the following individuals comprised the committee:

- George Kosbab, Ohio State EPDA Coordinator

- Louis Mendez, U.S.O.E. Office of Occupational Planning

- Daryl Nichols, U.S.O.E. Regional EPDA Program Officer

- Kent Brooks, Mississippi State University, Industry Services Coordinator

- Joseph R. Clary, North Carolina State University, Coordinator, Agricultural Education

- Alfredo de los Santos, Jr., Southwest Education Development Laboratory, Director of Institutional Planning in Bilingual Education
- William Elliott, American Cyanamid, Manager of Educational Relations
- Anne Green, International Chemical Workers Union, Director of Research and Education
- Nancy Horowitz, Stamford Area CETA Administration, Director of Administrative Service
- Andrew Kenopensky, International Association of Machinist and Aerospace Workers, Automotive Coordinator
- DeMorris Smith, Trans World Airlines, Inc., Manager of Personnel Administration

A detailed listing for each member of the Planning Committee is provided in Appendix A.

The project Planning Committee members provided general guidance to the project activities. More specifically, the responsibilities of the Planning Committee were:

- To review and weigh criteria developed by the project staff.
- To assist in the identification and selection of states.
- To review criteria for selecting conference participants.
- To review the preliminary outline of the handbook and technical assistance materials.
- To be available for guidance on various other phases of the project.
- To provide recommendations for the content, format, and conduct of the technical assistance conference.
- To identify, revise, and expand lists of potential consultants.
- To suggest potential activities to be utilized to develop participants' competencies.

CRITERIA FOR SELECTING TEN STATES TO PARTICIPATE

Prior to the Planning Committee meeting of October 3-4, 1977, a working list of states was developed from the literature review of state vocational education plans. Project staff further defined several critical characteristics that included official recognition by a state of the importance of involving business, industry, and labor in vocational education personnel and making an official commitment toward that end

These critical elements were then converted to identification criteria and were subjected to the review of the Planning Committee and sponsor via mail. Telephone interviews were utilized with members of the Planning Committee to obtain their comments.

Based on input from the Planning Committee, necessary revisions were made in the criteria.

Appendix B contains a listing of the top twenty-five states identified according to the critical characteristics developed by project staff and revised as a result of the telephone interviews mentioned previously with members of the Planning Committee, see Appendix C for a detailed listing of the following critical characteristics:

1. State legislation
2. State plan for vocational legislation
3. Programmatic mechanisms for involving business, industry, and labor
4. Financial resources
5. Policy statements
6. Reports of the state's involvement with business, industry, and labor in vocational education

List B in the ranking of states (see Appendix B) is comprised of the top twenty-five states identified on the basis of the critical characteristics, the state's participation in the National Center's 1977 Business-Industry-Labor Workshop, and inquiries concerning the 1978 Business-Industry-Labor Conference.

PLANNING COMMITTEE MEETING

The Planning Committee for Business-Industry-Labor Inputs in Vocational Education Personnel Development Project met at the Center for Vocational Education on October 3-4, 1977. Members in attendance were: Kent Brooks, Mississippi State University; Joseph Clary, North Carolina State University; William Elliott, American Cyanamid; Anne Green, International Chemical Workers Union; Andrew Kenopensky, International Association of Machinist and Aerospace Workers; and DeMorris Smith, Trans World Airlines. Two members of the committee, Nancy Horowitz, Stamford Area CETA Administration; and Alfred de los Santos, Jr., Southwest Educational Development Laboratory, were unable to be present. Project staff members present were Andrew Korim, Audni Miller-Beach, Orest Cap, and Janet Weiskott.

A copy of the agenda is in Appendix D.

During the committee's discussion of project goals, committee members identified the following potential issues, concerns, and conditions with regard to business, industry, and labor (B-I-L) inputs in vocational education personnel development programs which the project should address:

1. Educators fear initiating relationships with personnel in business, industry, and labor.
2. The causes underlying the resistance on the part of educators and business, industry, and labor to collaborate should be identified.
3. Educators fail to articulate their needs to business, industry, and labor groups.
4. Confusion exists regarding the role of vocational education and the role of career education.
5. Too many professionals serve as members of advisory committees rather than a balance of representation.
6. There is a need to provide step-by-step models of processes in order to enhance business, industry, and labor inputs.
7. The lack of money available for faculty members to use for attending conferences limits educators from participating in conferences sponsored by business, industry, and labor groups.

8. Better understanding among educators is needed for the investment in and character of training being conducted under corporate and union sponsorships.

9. Public education focuses its vocational training on the youth, but the need is with the person who has entered the work force and is in need of training and retraining to stay abreast with employer needs, changing technology, and emerging trends in the economy.

10. In order to receive full cooperation, educators need to involve top management in business, industry, and labor providing inputs into vocational education.

11. The role of the state industry-labor coordinator should be clarified and communicated to educators and business, industry, and labor groups.

12. Teacher education needs to be updated in terms of new methods and new equipment being used by industry.

13. Few teacher education departments have their own advisory committees, limiting the means by which inputs from business, industry, and labor may be received.

14. Relative to business and industry, vocational educators have had only limited experience in working with labor organizations.

15. Employers and union officials need to be made aware of the diverse delivery systems making up public vocational education.

16. Educators need to be involved in apprenticeship seminars sponsored by industry.

17. Accrediting agencies deter freedom in responding to inputs from business, industry, and labor by specifying the content of educational programs.

Additionally, the Planning Committee noted that project activities should:

1. Identify the levels of business, industry, and labor to be addressed by the project as well as the levels of vocational education to be addressed.

2. Deal with facilitating a "ripple effect" among faculty members in terms of their holding conferences at local levels.

3. Design model legislation to be used by educators in strengthening conditions to foster business, industry, and labor inputs.

Principles for Utilizing B-I-L Inputs

In order to provide direction for the project staff, the committee discussed the steps necessary to involve business, industry, and labor in vocational education personnel development. The committee cited the following principles for utilizing business-industry-labor inputs:

1. Business-industry-labor inputs into the vocational education curriculum(s) are essential.
2. Key AFL-CIO bodies within each state should be contacted.
3. Practicums should be developed for integration into the curricula.
4. National trade associations should be provided an opportunity to participate.
5. Major corporations should be contacted.
6. National organizations should be used to provide leverage for business-industry-labor inputs.
7. Union and corporation support should be acquired to give support to state legislative efforts to contribute to strengthen vocational education's ties with business, industry, and labor.
8. The "business-industry-labor environment" must be infused into the vocational education curriculum.
9. The structure of industrial and union organizations must be ascertained in order to determine the level at which decisions can be made regionally or locally.
10. The character of industry within a state can be identified by consulting the state directory of manufacturers.

11. It is essential to structure teacher education programs so that teachers become involved with the world of work earlier in their programs.

12. There is a need for alternatives to the use of advisory committees for business-industry-labor inputs.

13. The advisory committee concept needs to be introduced in teacher education programs.

14. The concept of vocational education as preparation for employment must be reinstilled among educators.

15. Educators must overcome their fear of working with industry and labor.

16. Educators must "go out to meet business-industry-labor" to determine business-industry-labor needs.

17. The methods used by community/junior colleges to assess business-industry-labor needs provide a model for assessments of needs.

18. Educators need to ask business-industry-labor to define or redefine the role of vocational education.

19. Educators need to develop greater flexibility in order to meet the needs of business-industry-labor and to utilize business-industry-labor inputs.

20. Professional teacher organizations need to be involved in implementing business-industry-labor inputs.

Planning the Technical Assistance Conference

The committee agreed that the Technical Assistance Conference should address the following topics:

a) Rationale for Business-Industry-Labor Inputs in Vocational Education Personnel Development

b) Strategies for Implementing Business-Industry-Labor Inputs in Vocational Education Personnel Development

c) Evaluation of Progress in the Implementation of Business-Industry-Labor Inputs in Vocational Education Personnel Development

Outcome of Process

As a result of the committee members' two-day deliberations, the following states were selected for invitation to participate in the 1978 Technical Assistance Conference (alternative states were also chosen, in the event that the "first choice" state did not choose to participate):

	State	Alternative State
1.	Connecticut	Massachusetts
2.	Texas	Oklahoma
3.	Illinois	Ohio
4.	Michigan	Ohio
5.	New York	New Jersey
6.	Tennessee	Kentucky
7.	Missouri	Kansas
8.	California	Washington
9.	Georgia	Kentucky
10.	Pennsylvania	Maryland, Virginia, or West Virginia

Connecticut, Texas, Illinois, Michigan, New York, Tennessee, and Missouri each ranked within the top ten states identified by project staff according to the stated criteria. The committee's selection of California, Georgia, and Pennsylvania is explained as follows:

1. California--The committee selected California because it is a western state with a high density of population, a diversity of industry, significant labor union activity, cooperative relationships among vocational educators and business, industry, and labor, particularly with regard to community colleges.

2. Georgia--Georgia is a state which serves as a leader in economic development for the South. The state provides a diverse representation of interests in terms of agriculture, manufacturing, and industry, as well as a mixed urban and rural population. Geographically, Georgia represents an area of rapid expansion and changing institutions.

3. Pennsylvania--Pennsylvania was chosen by the committee because it is a highly industrialized state with an intense concentration of labor union activity. Vocational educators in Pennsylvania have demonstrated prior involvement with business, industry, and labor at both the secondary and postsecondary levels. In addition, the committee felt that Region III should be represented at the Technical Assistance Conference.

SELECTED STATES

Proposed Agreement and Format for the Proposed Plan

Project staff presented a proposed agreement and format for the proposed plan. The agreement and proposed plan format (see Appendices I and J) were accepted by the Planning Committee.

The Committee felt that the first contact in each state should be the state agency responsible for vocational education. The vocational education agency should be given the opportunity to respond and to identify the team of three persons who will represent the state at the conference. If the state vocational education agency is not interested in participating, the agency should identify another state agency or institution. This approach would facilitate the communication process between the state and the prospective participating agency. The Committee noted that this would eliminate the necessity to solicit proposals from several agencies and institutions within the state. However, if another agency or institution wished to be considered, that agency would be referred to the vocational education agency. The Committee considered this important to assure that the vocational education agency--through its personnel development officer--would play a key role in the involvement of business-industry-labor in vocational education personnel development programs in its state.

The Committee accepted the stated criteria for selecting conference participant teams. However, the Committee identified the desirability of having the state Business-Industry-Labor Coordinator included as a member of the three-member participant team.

Mailing of Invitation and Agreement

The states as approved by the Planning Committee were invited to participate in the project. The invitation letter and an information sheet describing the project and responsibilities of the participants were sent to the ten State EPDA Coordinators and State Directors of Vocational Education (see Appendices E, F, and G). Nine of the original ten states accepted the invitation to participate. Pennsylvania was unable to do so, so the identified alternate in that region, Virginia, was asked and accepted the invitation.

Upon verbal acceptance, the ten states were sent a letter with the Agreement, the Format for the Proposed Plan, and

Criteria for the Selection of Conference Team Members (see Appendices H, I, J, and K). The enclosures followed the Planning Committee's recommendations.

Responsibilities of Each State Team

Each state participating in the project was expected to.

- Submit to the National Center a summary of recent and/or current efforts to utilize business, industry, and labor inputs in vocational education personnel programs in their state/institution.

- Identify the current gaps and deficiencies in the utilization of business, industry, and labor inputs in vocational education personnel development programs.

- Outline a plan of action by which improvements and/or expansion of the utilization of business, industry, and labor inputs in vocational education personnel development programs would take place.

- Identify a team of three persons who would participate in the conference and work for implementation. The three members of this team were to be chosen from among the following agencies and/or institutions:

    - State Office of Education

    - State Business-Industry-Labor Coordinator

    - State Two-Year College Administrator/Personnel Developer

    - University Teacher Education Department

    - Local Administrator of Personnel Development Programs

- Attend the technical assistance conference to be held in Columbus, Ohio, on April 3, 4, and 5, 1978.

- Endeavor to implement the proposed plan of action and to provide follow-up data that will document accomplishments, problems, and progress.

Team Members Selected

Each state Vocational Personnel Development Coordinator appointed a three-member team, following the project guidelines for selecting team members. The persons appointed represented a broad range of vocational education from the state department of education down to local administrators. Among the team members were state personnel development coordinators, state industry-education coordinators, teacher educators, directors of work-education councils at both the state and community levels, industry representatives, and local vocational administrators. These persons were to attend a three-day technical assistance conference and to be involved in the follow-up implementation activities. See Appendix L for a detailed identification of the team members of each participating state.

TECHNICAL ASSISTANCE CONFERENCE

Description of the Conference

The technical assistance conference was held at the National Center for Research in Vocational Education, Columbus, Ohio, on April 3-5, 1978. Twenty-eight participants from ten states representing state departments of education, area vocational schools, four-year colleges, Industry Education councils, and various other sectors were in attendance at the conference. Again, refer to Appendix L for the participant list.

Goal and Objectives

The major goal of the technical assistance conference was for each state team to develop or modify a plan of action to improve business, industry, and labor inputs into vocational education personnel development in their state. In order to attain the conference goal, the following objectives were set:

1. To provide technical assistance needed by state team members to add to, refine, and finalize plans of action for increasing business, industry, and labor inputs into vocational education personnel development programs.
2. To provide resource materials which will help state team members in implementing their plans.
3. To provide resource persons who have experience and expertise in utilizing business-industry-labor inputs in vocational education personnel development.
4. To facilitate the participants using each other's experience and expertise as resources.
5. To facilitate the reporting of the experiences and accomplishments of the participating states in involving business, industry, and labor in vocational education personnel development programs.
6. To broaden the participants' understanding of the contributions that can be made by business-industry-labor inputs into vocational education personnel development.
7. To broaden participants' awareness of what is being done to increase business-industry-labor inputs into vocational education personnel development.

8. To facilitate substantive interaction between participants and guest speakers.

9. To facilitate completion of plans of action.

The Conference Program

The conference activities consisted of a variety of approaches including individual presentations, discussions of presentations, small group work sessions with assigned resource persons, participant reports, and a panel discussion. Each state team, in addition, had an opportunity to present their state-of-the-art report and their plan-of-action to the group. In order to provide a structured flow of activities, a conference agenda was followed. The conference agenda is provided in Appendix M.

Resource persons who had successfully dealt with areas of identified participant need were contacted by staff to determine their availability and interest in participating in the conference. Resource persons selected for the conference included:

Donald M. Clark	President, National Association of Industry-Education Councils
William Elliott	Manager of Educational Relations, American Cyanamid
Daniel R. McLaughlin	President, Asnuntuck Community College
Albert J. Riendeau	Chief, Postsecondary Branch Bureau of Occupational and Adult Education, U.S.O.E.
Robert Strauber	Education Director, United Rubber Workers

Major topics the program focused on were:

- The role and responsibility of industry in the professional development of vocational educators
- Status and practices in participating states
- Using community-wide collaborative councils for the professional development of vocational educators
- Working effectively with the community power structure

- The role labor can plan in vocational education staff development

- Ways to get more out of your advisory committees

- Facilitators and inhibitors in implementing vocational education staff development plans involving business, industry, and labor

A technical assistance handbook and technical assistance papers were distributed to the participants. Participants also received a number of brochures, papers, and other related documents provided by various relevant associations.

Evaluation of the Conference

The conference evaluation was designed to provide information concerning such factors as the quality of pre-conference information, type of format utilized, quality of presentations, usefulness of information, and how well the conference goal and objectives were met. In addition, the conference as a whole was compared to previous national conferences and recommendations for improving similar future conferences was collected. All evaluation instruments were developed with assistance from the National Center's Evaluation Division.

Briefly, the technical assistance conference was seen by the participants as having successfully met all of its objectives. This conference, when compared to the norms of prior EPDA conferences, was rated between good and excellent (between 4 and 5 on a 5-point scale). Participants assigned highest ratings to the materials distributed, meeting facilities, handouts, opportunities for informal interaction, and conference topics. The conference schedule appeared in general to be a weakness. The complete evaluation report of the technical assistance conference can be located in Addendum I.

STATES' PLANS OF ACTION

Once the team leaders and members were identified, they were forwarded instructions on how to develop the plan-of-action. These guidelines were given to ensure a common core of information from each team. The teams were instructed to prepare a preliminary plan-of-action report prior to the conference to be submitted to the project staff. From the gaps and deficiencies identified and the proposed plans-of-action specified by the state teams, the project staff identified the needs to be addressed at the conference. With the technical assistance provided at the conference, the state teams then finalized their plans of action.

All teams were required to (1) prepare a summary of recent and/or current efforts (state-of-the-art) in their state to utilize business-industry-labor inputs in vocational education personnel development programs, (2) identify gaps and deficiencies in this effort, and (3) write a plan-of-action for the coming year to improve and expand these endeavors. Thus, the state-of-the-art in the ten participating states can be found by reading the first section in each state's report.

The plan-of-action of each state, containing appropriate subheadings, is in Addendum II.

STATES' IMPLEMENTATION REPORTS

Each state was asked to submit a report on the steps taken toward implementation of their plan of action. The time period covered was from after the conference in April until the end of May. Although most plans of action were for at least one year, we wanted documentation that progress was being made to implement these plans.

Much of the initial activity has been in the form of communication. The methods of communication have included newsletters, reports, conferences, and presentations at meetings. Information was transmitted on their state plan-of-action and on the technical assistance conference the project participants attended. Programs or specific projects and the funding for same have been submitted for approval to appropriate authorities. During this eight-week period, the plans have been launched with continued implementation to follow.

PRODUCTS

Resource Handbook

This handbook is part of the technical assistance materials prepared for the EPDA national priority project to Increase Inputs from Business, Industry, and Labor into Vocational Education Personnel Development Programs. The chapters of the handbook are designed to enable staff development persons, departments, and agencies to use the various educational vehicles identified to aid in the professional development of vocational educators. These educational vehicles were chosen because of their availability to involve business, industry, and labor in the staff development process.

This handbook builds upon a resource developed in a previous EPDA project conducted by the National Center. It updates, broadens, and adds to the preceding year's material. This year's handbook is directed toward personnel development programs at all levels and areas of vocational education. The chapters are entitled: Staff Development Programs, Conferences and Workshops, Cooperative Internships, Structured Occupational Experience, Personnel Exchange Programs, Advisory Committees, Resource Persons, Site Visits, Resource Development, and Evaluation.

Technical Assistance Papers

Technical assistance at the conference was facilitated by a cadre of five resource persons representing business, industry, labor, government, work councils, and education. Each resource person, in accordance with identified needs, brought to the conference a knowledge base that contributed to the work of the state teams.

Technical assistance papers developed by these resource persons focused on the following topics:

1. Role and Responsibility of Industry in the Professional Development of Vocational Educators
2. Using Community-wide Collaborative Councils for the Professional Development of Vocational Educators
3. Working Effectively with the Community Power Structure
4. Using Advisory Committees Effectively, or Fifty Ways to Get More Out of Your Advisory Committee
5. Can Labor Play a Meaningful Role in Vocational Education Staff Development?

Conference Proceedings

The Conference Proceedings records the activities, presentations, and reports at the national Technical Assistance Conference to Increase Business, Industry, and Labor Inputs in Vocational Education Personnel Development.

The compilation of the Conference Proceedings is organized in three major sections. Section I contains five presentations on strategies for involving business, industry, and labor in personnel development. Section II provides status reports and states' plans of actions. Section III focuses on facilitators and inhibitors in implementing vocational education staff development involving business, industry, and labor. An Appendix completes the document.

DISSEMINATION PLAN

All products produced by this project have been submitted to ERIC (Educational Resources Information Center) for inclusion in that information system. These products, the Technical Assistance Handbook and the Conference Proceedings, have also been submitted for inclusion in the AIM/ARM publications. This will provide national access to the resources of the Technical Assistance Handbook. The Conference Proceedings will disseminate nationally the Technical Assistance Papers prepared for the conference and the States' Plans-of-Action which include the State-of-the-Art reports.

These products have also been submitted to the National Center to be reviewed for publication on a cost-recovery basis.

Target Groups

Specific groups targeted to receive information about the Technical Assistance Handbook and the Conference Proceedings include:

- State directors of vocational education
- Personnel development coordinators
- Industry-education coordinators
- Deans of instruction
- Department chairpersons in colleges and universities
- Local directors of vocational education

Promotional Activities

Awareness of the project and its products has been and will continue to be created through the following activities:

- Centergram announcements and articles (published monthly by the National Center and sent to over 10,000 vocational educators and other interested persons)
- Responses to inquiries (letters and telephone)
- Persons attending the Technical Assistance Conference
- Correspondence and materials sent the Project Planning Committee
- Distribution of project information sheets to visitors at the National Center and at conferences throughout the country
- Implementation of the action plans of the participating states
- Presentations on the project and its products made at conferences and conventions around the country

APPENDIXES

APPENDIX A

PROJECT PLANNING COMMITTEE MEMBERS

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Mr. William Elliott
Manager of Educational Relations
American Cyanamid
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Personnel Administration
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Ex Officio

Dr. George Kosbab
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Bureau of Occupational Education
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Dr. Daryl Nichols
USOE Regional EPDA Program Officer
300 South Wacker Drive, 32nd Floor
Chicago, Illinois 60606

APPENDIX B

RANKING OF STATES WITHIN REGIONS

List "A"
(Based on Original Criteria)

Region I
1. Connecticut (1)
2. Rhode Island (25)

Region II
1. New York (6)
2. New Jersey (17)

Region III
1. Pennsylvania (12)

Region IV
1. Kentucky (3)
2. Tennessee (9)
3. Florida (16)
4. Mississippi (20)
5. Georgia (21)

Region V
1. Illinois (4)
2. Michigan (5)
3. Minnesota (7)
4. Ohio (18)
5. Wisconsin (19)

Region VI
1. Texas (2)
2. Oklahoma (10)
3. Louisiana (23)

Region VII
1. Missouri (11)
2. Nebraska (24)

Region VIII
1. Colorado (14)

Region IX
1. California (13)
2. Hawaii (15)
3. Arizona (22)

Region X
1. Washington (8)

List "B"
(Based on Expanded Criteria)

Region I
1. Connecticut (1)***
2. New Hampshire (19)**

Region II
1. New York (6)**
2. New Jersey (13)**

Region III
1. Virginia (11)***
2. Pennsylvania (20)

Region IV
1. Kentucky (5)**
2. Tennessee (8)**
3. Florida (12)**
4. Mississippi (15)**
5. North Carolina (25)**

Region V
1. Illinois (3)***
2. Michigan (4)***
3. Minnesota (7)**
4. Ohio (14)**
5. Indiana (17)**

Region VI
1. Texas (2)***
2. Oklahoma (9)**

Region VII
1. Missouri (10)**
2. Kansas (24)**

Region VIII
1. Coloradi (22)

Region IX
1. Arizona (16)**
2. California (21)
3. Hawaii (23)

Region X
1. Washington (18)

**1977 CVE B-I-L Workshop
***1977 CVE B-I-L Workshop and Inquiry re 1978 B-I-L Conference

A P P E N D I X   C

CRITICAL CHARACTERISTICS TO IDENTIFY A STATE WITH A COMMITMENT TO BUSINESS-INDUSTRY-LABOR INVOLVEMENT IN VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT

Critical Characteristics	Points
A. State Legislation	
1. State legislation:	
a. Requires vocational education agencies to work with business, industry, and labor groups.	12
b. Encourages but does not explicitly require vocational education agencies to work with business, industry, and labor groups.	8
2. State economic development legislation includes vocational education services as a critical component of economic development programs in the state.	7
B. State Plans	
1. The state plan for vocational education:	
a. Specifically identifies improved relations with business, industry, and labor as a priority.	7
b. Provides a plan of action for follow-through in the involvement of business, industry, and labor in vocational education.	12
2. Other state plans for education, employment and training, economic development, or human services, emphasize cooperation between education and business, industry, and labor as a vehicle to achieve state goals.	8
C. Programmatic Mechanisms	
1. Planning and development of vocational	5

Critical Characteristics	Points
education programs at the local level is implemented through the involvement of business, industry, and labor (e.g., advisory councils, work experience programs).	
2. Vocational teacher preparation and staff development programs involve business, industry, and labor.	8
3. Participation by business, industry, and labor in career guidance, placement services and other supportive services, (at state and local levels) to facilitate career decision-making and transition from education to work.	5
D. Financial Resources	
1. State funds have been appropriated to activities which facilitate cooperation between vocational education activities and business, industry, and labor.	12
2. Financial supoort by business, industry, and labor groups for vocational education efforts in the state.	8
E. Policy Statements	
1. The state vocational education agency has issued policy statements (other than in the state plan) indicating the need to involve business, industry, and labor in personnel development programs.	4
2. Trade associations, corporations, labor organizations, and professional organizations have issued policy statements pledging support to vocational education efforts of the state.	4
F. Vocational Education Reports	
1. CVE B-I-L Study	5
2. USOE Report	5
3. Literature Search and other citations	2

APPENDIX D

PLANNING COMMITTEE MEETING
BUSINESS-INDUSTRY-LABOR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROJECT

Agenda

Monday, October 3

8:30 - 9:00	Overview of Project
9:00 - 9:30	Summary of Literature Review
9:30 - 9:50	Summary of Critical Characteristics
9:50 - 11:30	Prioritizing the States
11:45 - 1:30	Lunch
1:30 - 2:30	Prioritizing the States
2:30 - 5:00	Basic Principles for Utilizing Business-Industry-Labor Inputs in Vocational Education Personnel Development

Tuesday, October 4

8:30 - 9:00	Discussion of Process for Selection of Participating Institutions
9:00 - 9:30	Review of Application Procedure
9:30 - 10:00	Discussion of Criteria for Selection of Participating Teams
10:00 - 11:00	Suggestions for Technical Assistance Conference Format
11:00 - 12:15	Suggestions for Handbook Format and Content
12:15 - 1:00	Lunch
1:00 - 2:00	Strategies and Resources for Technical Assistance
2:00 - 2:30	Technical Assistance Conference Site and Other Matters

APPENDIX E

MAILED FORM LETTER AND ENCLOSURE TO TEN STATE EPDA COORDINATORS AND STATE DIRECTORS OF VOCATIONAL EDUCATION ON NOVEMBER 10, 1977

	State EPDA Coordinators		State Directors of Voc.Ed.
1.	Dr. Leo Schreiner Personnel Development Coordinator State Board for Vocational Educ. State Department of Education Austin, Texas 78701	1.	Mr. Cadar Parr Associate Commissioner for Occupational Education & Technology Texas Education Agency 201 East 11th Street Austin, Texas 78701
2.	Dr. Bobby G. Derryberry Personnel Development Coordinator State Board for Vocational Educ. State Department of Education 205 Cordell Hull Bldg. Nashville, Tennessee 37219	2.	Mr. John Leeman State Director Vocational Education State Department of Education 205 Cordell Hull Bldg. Nashville, Tennessee 37219
3.	Mr. Charles Lebo Personnel Development Coordinator State Board for Vocational Educ. State Department of Education Box 911 Harrisburg, Pennsylvania 17126	3.	Dr. John W. Struck State Director Vocational Education State Department of Education Box 911 Harrisburg, Pennsylvania 17126
4.	Mr. James McCann Personnel Development Coordinator Bureau of Inservice Education State Department of Education Albany, New York 12204	4.	Dr. Robert S. Seckendorf Assistant Commissioner for Occupational Education & Continuing Ed. State Department of Education 99 Washington Ave., Room 1624 Albany, New York 12230
5.	Dr. Frank Drake Department of Elementary and Secondary Education P. O. Box 480 Jefferson City, Missouri 65101	5.	Mr. B. W. Robinson Assistant Commissioner & Director of Career & Adult Education P. O. Box 480 Jefferson City, Missouri 65101
6.	Ms. Linda Letwin Personnel Development Coordinator Division of Vocational-Technical Education State Department of Education P. O. Box 928 Lansing, Michigan 48904	6.	Dr. Addison Hobbs State Director Vocational-Technical Ed. Services State Department of Education Box 30009 Lansing, Michigan 48904

	State EPDA Coordinators		State Directors of Voc.Ed.
7.	Mr. James Haire Personnel Development Coordinator State Department of Education Alvina Building, 4th Floor 100 N. 1st Street Springfield, Illinois 62777	7.	Mr. James R. Galloway Assistant Superintendent Department of Adult, Vocational & Technical Education 100 N. 1st Street Springfield, Illinois 62777
8.	Mr. John Lloyd Vocational Curriculum & staff Development 340 State Office Building Atlanta, Georgia 30336	8.	Dr. Joe Freund Assistant Superintendent Office of Adult & Vocational Ed. 237 State Office Bldg. Atlanta, Georgia 30334
9.	Mr. Sidney Cohen Personnel Development Coordinator State Board for Vocational Educ. State Department of Education Hartford, Connecticut 06115	9.	Mr. Clarence Green State Director State Department of Education 165 Capitol Ave., P.O. Box 2219 Hartford, Connecticut 06115
10.	Dr. Jeffrey G. Reyes Personnel Development Coordinator State Board for Vocational Educ. State Department of Education Sacramento, California 95814	10.	Mr. Samuel L. Barrett State Director and Assistant Director for Secondary Education and Vocational Education State Department of Education 721 Capitol Mall Sacramento, California 95814

APPENDIX F

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

November 10, 1977

The Center for Vocational Education has undertaken a project to facilitate states in increasing business-industry-labor inputs into vocational education personnel development programs. Ten states are being invited to participate and receive the assistance of the Center in developing strategies for maximizing the input of business-industry-labor in personnel development programs in vocational education. The Center for Vocational Education is conducting the project in cooperation with the Ohio Division of Vocational Education and the United States Office of Education with funds from the Education Professions Development Act.

Your state has been identified as one which has demonstrated commitment to business-industry-labor involvement in vocational education. We would like to invite your agency to participate in this project. Each state participating in the project will be expected to establish a team of three persons. These team members are to participate in a training conference, receive technical assistance in developing an action plan, be provided materials to facilitate implementation, and then implement their plan in their state.

With your agency's participation in this project, we invite you to select the three-member team from your state. Guidelines for selecting the team members are presented on the enclosed sheet. This document describes the responsibilities of the team members and the services to be provided by The Center for Vocational Education. Mrs. Catharine Warmbrod, Research Specialist for the project, or I will call you in a few days to answer any questions you may have and to get your response. We look forward to talking with you.

Very truly yours,

Andrew S. Korim
Project Director

ASK:cb
Enclosure

APPENDIX G

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

BUSINESS-INDUSTRY-LABOR INPUTS IN VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT (NATIONAL PROJECT PRIORITY)

Description

Strategies for increasing use of business, industry, and labor inputs in vocational education personnel development programs will be developed under the project. Ten institutions and/or agencies from ten states with a demonstrated commitment to increase business, industry, and labor inputs in vocational education personnel development programs have been selected with the assistance of a planning committee to participate in the project. The technical assistance needs of the selected institutions and/or agencies will be determined. Training materials will be developed, including a technical assistance handbook. A three-day technical assistance conference will be conducted to capacitate team members from each institution and/or agency to return to their institutions and/or agencies with specific information and action plans to maximize business, industry, and labor inputs in vocational education personnel development plans. The predominant levels to be served are secondary and postsecondary.

Responsibilities of The Center for Vocational Education

1. To conduct a three-day technical assistance conference.
2. To provide financial support to the participants of round-trip transportation to the conference and a per diem for three days of $30 a day.
3. To provide a handbook and related technical assistance materials designed to facilitate the implementation of participants' action plans to expand the use of inputs of business, industry, and labor in vocational education personnel development programs at their respective agencies or institutions.

Responsibilities of Participants

1. To submit to the CVE a summary of recent and/or current efforts to utilize business, industry, and labor inputs in vocational education personnel development programs in your state/institution.
2. To identify the current gaps and deficiencies in the utilization of business, industry, and labor inputs in vocational education personnel development programs in your state/institution.
3. To outline a plan of action by which improvements and/or expansion of the utilization of business, industry, and labor inputs in vocational education personnel development programs will take place.
4. To identify a team of three persons who will participate in the conference and work for implementation. The three members of this team will be chosen from among the following agencies and/or institutions:
    - State Office of Education
    - State Business-Industry-Labor Coordinator
    - State Two-Year College Administrator/Personnel Developer
    - University Teacher Education Department
    - Local Administrator of Personnel Development Programs
5. To attend the technical assistance conference to be held in Columbus, Ohio, on April 3, 4, and 5, 1978.
6. To endeavor to implement the proposed plan of action and to provide follow-up data that will document accomplishments, problems, and progress.

APPENDIX H

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

November 21, 1978

Dear

We are pleased that your state will be participating in the project to increase the inputs of business-industry-labor into vocational education personnel development programs, and we look forward to working with you.

As mentioned in your phone conversation with Catharine Warmbrod, we are enclosing a statement of our agreement, the criteria for the selection of team members, and the format for the proposed plan. We are particularly eager to receive from you information about the selected team members, the summary of recent and/or current efforts in your state to utilize B/I/L inputs in vocational education personnel development programs, and identification of gaps and deficiencies in this effort. Following this, your agency and/or team can then work on and submit your proposed plan of action.

We await receiving the requested information from you, so we can design materials and programs to meet your needs.

Sincerely yours,

Andrew S. Korim
Director, Business-Industry-Labor
Inputs Into Vocational Education
Personnel Development Project

ASK:cb

Enclosure

APPENDIX I

AGREEMENT
BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROJECT

With: The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

By: Agency/Institution______________________________

Street Address______________________________

City________________State__________Zip Code________

Telephone______________________________

Name of Person Submitting Agreement____________________

Title______________________________

We agree to have a team of three persons participate in the Business-Industry-Labor Inputs Into Vocational Education Personnel Development Project's Technical Assistance Conference to be conducted by The Center for Vocational Education, The Ohio State University, scheduled for April 3-5, 1978, at Columbus, Ohio. We understand that the financial support for participation is limited to transportation from our institution to Columbus, Ohio (and return) and per diem for three days at $30.00 per day.

We will provide the information requested in the attached sheet describing the format for the proposed plan. We further agree to prepare and implement a plan of action by which improvements and/or expansion of the utilization of business-industry-labor inputs in vocational education personnel development programs will take place. We will cooperate with The Center for Vocational Education, The Ohio State University, in any follow-up or evaluative activities that may be required by the U. S. Office of Education.

Authorized Official's Signature____________________ Date__________

Title______________________________

Organization______________________________

APPENDIX J

FORMAT FOR PROPOSED PLAN

1. Summarize recent and/or current efforts to utilize business, industry, and labor inputs into vocational education personnel development programs in your state/institution.

2. Identify the current gaps and deficiencies in the utilization of business, industry, and labor inputs into vocational education personnel development programs.

3. Outline a plan of action by which improvements and/or expansion of the utilization of business, industry, and labor inputs into vocational education personnel development programs will take place.

   a. Identify improvements that will be installed.

   b. Method(s) that will be used.

   c. Give specific time table and milestones.

   d. Identify anticipated outcomes.

   e. Describe evaluation methodology.

4. Identify a team of three persons who will participate in the conference. For each of the three team members give the name, title, organization, and professional profile of the person. Criteria for the selection of team members are listed on the attached sheet.

5. Indicate the role that will be performed by each team member in the implementation of the plan to accelerate the involvement of business, industry, and labor in vocational education personnel development. Designate a team leader.

APPENDIX K

CRITERIA FOR THE SELECTION OF CONFERENCE TEAM MEMBERS

A model team from each state should consist of three representatives chosen from among the following agencies and/or institutions:

- State Office of Education
- State B/I/L Coordinators
- University Teacher Education Department
- State Two-Year College Administrator/Personnel Developer
- Local Administrator of Personnel Development Programs

In order to identify persons within the above agencies and/or institutions, individuals should meet the following criteria:

1. The individual's present position responsibilities involve personnel development and/or B/I/L activities.
2. The individual is familiar with vocational education programs in the state, region, and locally.
3. The individual understands the need for cooperation between vocational education and B/I/L agencies to strengthen educational programs for youth, adults, and educators.
4. The individual represents an agency or institution that has made a commitment to vocational education and B/I/L programs.
5. In his/her present position, the prospective team member can influence B/I/L inputs into program developments within the next 12 months.
6. The individual illustrates the willingness and the time to participate in project activities.
7. Consideration for team membership should be given to women and minorities.

APPENDIX L

BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT TECHNICAL ASSISTANCE CONFERENCE

Participants

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Professor and EPDA University Project Director
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Georgia

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Mr. Charles Stringer
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Mr. Daniel C. Lowe
Chief Consultant
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Virginia

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Dr. Robert Lee McGough III
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Dr. Albert J. Riendeau
Chief, Postsecondary Branch
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U. S. Office of Education
7th and D Streets
R.O.B. #3, S.W.
Washington, D.C. 20202
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Mr. Robert Strauber
Education Director
United Rubber Workers
87 South High Street
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(216) 376-6181

NCRVE Staff

Catharine P. Warmbrod, Research Specialist-Project Director

Daniel Fahrlander, Research Specialist

Nevin Robbins, Research Specialist

Orest Cap, Graduate Research Associate

Carol Betts, Secretary

APPENDIX M

BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT TECHNICAL ASSISTANCE CONFERENCE

Agenda

Monday, April 3, 1978

8:30 Registration and Coffee

9:00 Welcome to NCRVE: Dr. Robert E. Taylor
Executive Director

Welcome to the Conference: Dr. Ferman Moody
Associate Director
Personnel Development

Introductions

Overview and Objectives of Conference

10:15 Coffee Break

10:30 Keynote Address: Mr. William Elliott, Manager Educational Relations, American Cyanamid Corporation

"Role and Responsibility of Industry in the Professional Development of Vocational Educators"

Discussion

11:30 Lunch

1:15 Status and Practices Reports by the Team Leaders (15 minutes allowed each state for brief report and discussion)

3:00 Coffee Break

3:15 Continuation of Status and Practices Reports

4:00 Review of Conference Goals and Expected Output of Conference

Determine Needs and Alternative Topics for Evening

4:45 Adjourn

7:30 **EVENING SESSION AT HOLIDAY INN**

Small Group Sessions on Topics

Teams Working on Plans of Action
(Resource persons and staff available)

Tuesday, April 4, 1978

8:30 Introduction to the Day's Activities

8:45 Presentation: Dr. Donald M. Clark, President
National Association for Industry-Education Cooperation

"Using Community-wide Collaborative Councils for the Professional Development of Vocational Educators"

Discussion

9:45 Coffee Break

10:00 Presentation: Dr. Daniel R. McLaughlin, President
Asnuntuck Community College

"Working Effectively with the Community Power Structure"

Discussion

10:45 Presentation: Mr. Robert Strauber, Education Director
United Rubber Workers

"Can Labor Plan a Meaningful Role in Vocational Education Staff Development?"

Discussion

11:30 Lunch

1:15 Small Group Discussions
(Discussion of the 3 morning topics led by the presenters.)

Reports of small groups

2:15 Presentation: Dr. Albert J. Riendeau, Chief
Postsecondary and Adult Occupational Programs, U.S.O.E.

"50 Ways to Get More Out of Your Advisory Committee"

Discussion

3:15 Coffee Break

3:30 State Team Work Session to Finalize Action Plan

ACTION PLANS MUST BE TURNED IN TOMORROW

4:45 Adjourn

Wednesday, April 5, 1978

8:30 Introduction to the Day's Activities

Panel Discussion:	"Facilitators and Inhibitors in Implementing Vocational Education Staff Development Plans Involving Business, Industry, and Labor"
Panel Moderator:	Roy Butler, Research Specialist NCRVE
Panel Members:	Robert J. Ullery, Industry Education Coordinator, New York State Education Department
	Russell A. Walker, Consultant Vocational Personnel Development Texas Education Agency
	Henry Weiss, Executive Director Industry Education Council of California

Discussion

9:30 State Team Reports on Plans of Action
(Maximum of 9 minutes each)

Coffee Break

Continuation of Reports on Plans of Action

11:30 Concluding Comments and Activities

1. Technical Assistance Services from NCRVE
2. Participants' Remaining Project Responsibilities

12:00 Adjourn

CONFERENCE BUS SCHEDULE

Begin Trip At	Take Participants To	Load Time	Depart Time
Monday, April 3, 1978			
Holiday Inn 328 W. Lane Ave.	National Center 1960 Kenny Road	8:00 a.m.	8:15 a.m.
National Center	OSU Golf Course	11:30 a.m.	11:45 a.m.
OSU Golf Course	National Center	12:45 p.m.	1:00 p.m.
National Center	Holiday Inn	4:45 p.m.	5:00 p.m.
Tuesday, April 4, 1978			
Holiday Inn	National Center	8:00 a.m.	8:15 a.m.
National Center	Ohio Union	11:30 a.m.	11:45 a.m.
Ohio Union	National Center	12:45 p.m.	1:00 p.m.
National Center	Holiday Inn	4:45 p.m.	5:00 p.m.
Wednesday, April 5, 1978			
Holiday Inn	National Center	8:00 a.m.	8:15 a.m.
National Center	Holiday Inn	12:00 p.m.	12:15 p.m.

ADDENDUMS

ADDENDUM I

EVALUATION REPORT

EVALUATION REPORT

BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT TECHNICAL ASSISTANCE CONFERENCE

Columbus, Ohio

April 3 - 5, 1978

by

Janet Spirer Weiskott

Evaluation Division

The National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

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APPENDIX

SUMMARY AND RECOMMENDATIONS

Strengths

The Conference on Business, Industry, and Labor Inputs into Vocational Education Personnel Development Programs was rated by the participants between good and excellent ($\bar{x}$ =4.07 of a 5.0 scale). When compared to the norms of prior national EPDA conferences, the conference as a whole fell in the middle of the average range. The conference was seen as successfully meeting all of its objectives. The panel discussions were rated high as were the presentations on the power structure and community involvement. The highest rated features of the conference planning, organization and implementation were the materials distributed and the meeting facilities.

Weaknesses

The quality of the content in the presentations on advisory committees and community-wide collaborative councils was not perceived to have substantial utility. The lowest ranked aspect regarding the planning of the conference was the conference schedule. It was rated as below average when compared to the norms computed from prior EPDA conferences. This rating encompasses the general weaknesses of the conference. First, in an effort to cover as much material on a broad topic as possible, presentations and discussion periods were closely timed. As a result, at times the conference appeared inflexible and insensitive to the needs of the conference participants versus the need to remain on schedule. Secondly, although there was a mixture of activities during the conference, the participants were still required to sit in the same room for long periods of time.

Recommendations

1. Conference agendas should be designed to allow for more flexibility. A flexible format might have provided the participants with more time to absorb the information and to interact with the presenters.
2. Although from a management standpoint, maintaining the conference schedule was important, at times it cut off interaction between the presentors and participants. In an effort to alleviate this problem when planning future conferences consideration should be given to reducing the number of topics presented. In doing so, fuller consideration may be given to each topical area.
3. Conference agendas should be designed to allow for a mix of activities whereby participants are not required to sit for long periods of time.
4. Presenters should be made aware of the objectives of the conference and address their remarks accordingly.

DESCRIPTION OF THE CONFERENCE

History

This conference was funded through the Educational Professional Development Act geared toward improving business, industry and labor inputs into vocational education personnel development programs. The conference was conducted by The National Center for Research in Vocational Education.

The Setting

The conference was held in Columbus, Ohio on April 3-5, 1978. It began on Monday morning with a registration session. The general session followed the registration session.

Topical Areas

The conference provided information on a variety of topical areas around the general theme of improving business, industry, and labor inputs into vocational education personnel development programs. Seven (7) major topical areas were explored.

- Role and Responsibility of Industry in the Professional Development of Vocational Educators
- Status and Practices in Participating States
- Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators
- Working Effectively with the Community Power Structure
- The Role Labor Can Play in Vocational Education Staff Development
- 50 Ways to Get More Out of Your Advisory Committee

- Facilitators and Inhibitors in Implementing Vocational Education Staff Development Plans Involving Business, Industry, and Labor.

Goal and Objectives

The goal of the conference was to refine and/or add to, and finalize a plan of action to improve business, industry, and labor involvement in vocational education personnel development.

In order to meet this goal, the conference focused on meeting seven (7) objectives. These objectives are listed on page 16.

Format

The conference was organized around individual presentations, discussions of presentations, small group activities and a panel discussion. In the small group activities, the participants were able to further pursue the issues raised by the presenters. At two points during the conference, each of the ten state teams presented a status report to the group. The first report covered their current practices in the area while the second was keyed to their future plan of action.

EVALUATION METHODS

Purpose

The purpose of the evaluation was two fold: (1) to evaluate the overall effectiveness and success of the conference and (2) to provide information for planning future conferences.

Audiences

This report provides information for two audiences. The effectiveness data can be used by the sponsor to assess the overall quality of the conference and to provide an information base for future funding and substantive decisions. The improvement data can also be used by the project staff to upgrade future conferences.

Questions

The summative evaluation sought to answer the following questions:

1. How useful were the conference presentations and group activities to the participants?
2. How well was the conference planned, organized and implemented?
3. Did the conference meet its objectives?
4. How does the conference compare as a whole with previous national conferences?
5. How can future conferences be improved?
6. What recommendations should be considered for improving future conferences?

Instruments

Two evaluation techniques were used. A copy of each instrument may be found in the Appendix.

1. Daily Feedback. On a daily basis, participants were asked to complete a Daily Feedback form to rate the effectiveness of the presenters and the quality of the content presented of a five point scale:

Poor Excellent
1 2 3 4 5

The participants were also asked to rate the usefulness of the information presented in the small group discussions, the team reports and the panel discussions on a five point scale:

Not at all Very Useful
1 2 3 4 5

2. Final Evaluation. On the last day of the conference, participants were asked to complete a Final Evaluation form which rated the overall quality of the conference on individual areas of the conference as compared to typical professional development workshops they had attended using a five point scale:

Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Participants were also asked to rate the extent to which attendance at the conference was beneficial (for each of the seven conference objectives) using a five point scale:

Not at all Very Effectively
1 2 3 4 5

Additionally, respondents were asked to identify the high points of the conference, the weaker features of the conference and suggestions for improving the conference.

Constraints

Twenty-eight (28) persons registered at the conference. Of those in attendance, the response rate of the evaluation instruments ranged as follows:

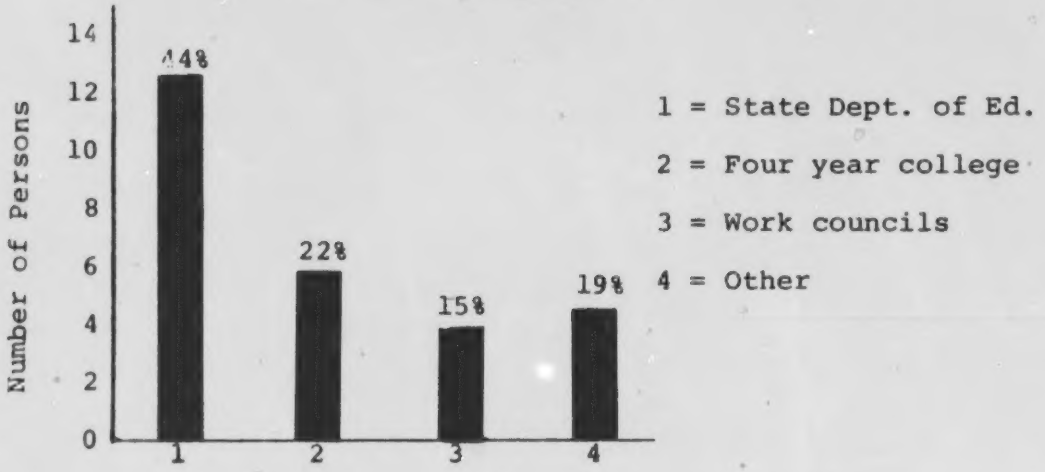
	Number of Evaluation Instruments Completed	Rate of Response
Monday-Daily Feedback	26	93%
Tuesday-Daily Feedback	28	100%
Wednesday-Daily Feedback	23	82%
Wednesday-Final Evaluation	27	96%

BACKGROUND OF WORKSHOP PARTICIPANTS

Based upon responses from 26 of the conference participants, 44 percent of those in attendance were employed in the State Department of Education, 22 percent were employed in four year colleges, 15 percent were employed in work councils, and 19 percent were employed in various other organizations (e.g., industry, public schools, area vocational-technical schools). Figure 1 depicts the range of positions.

Figure 1

Place of Employment

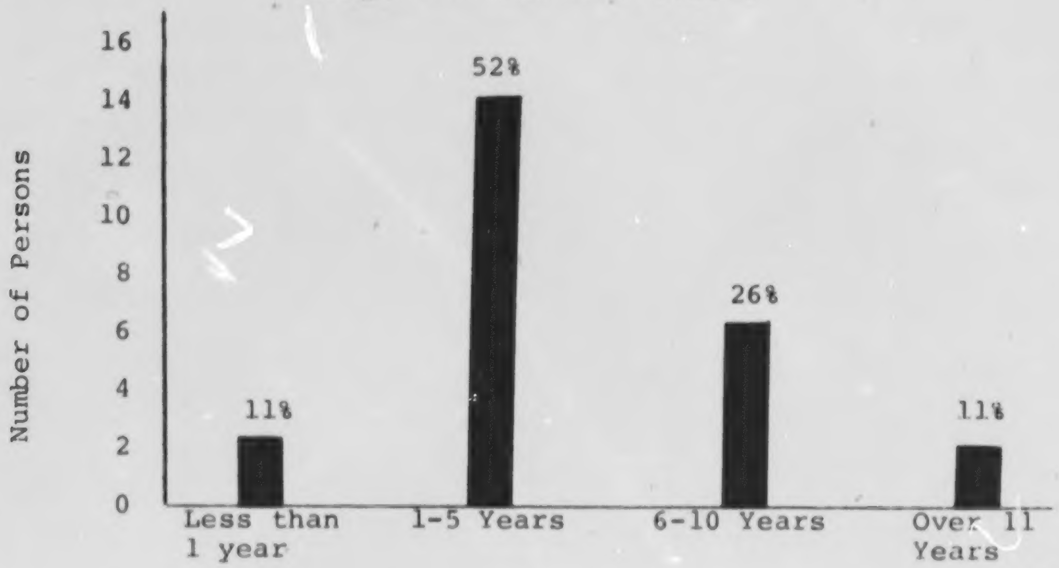


The positions of the participants varied considerably including (but not limited to) college faculty (5 persons), staff development specialists (4 persons), work council staff (4 persons), and consultants (2 persons).

The majority of participants have served in their role from one to five years (52 percent). Figure 2 illustrates the range of the length of time in employment.

Figure 2

Length of Time in Position



RESULTS

How Useful Were the Conference Presentations and Group Activities to the Participants?

The participants were asked to rate both the effectiveness and the quality of the content presented by each presenter at the conference. These scales were used:

1. Effectiveness of the Presenter

Poor				Excellent
1	2	3	4	5

2. Quality of the Content

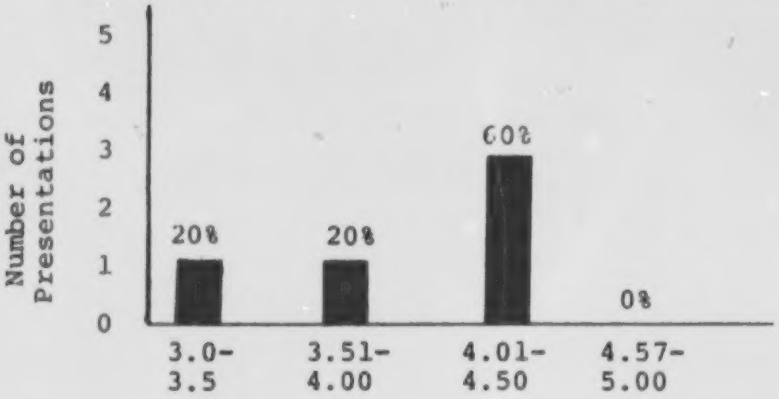
Poor				Excellent
1	2	3	4	5

Presenter Effectiveness

The mean ratings for the effectiveness of the presenters ranged from 3.25 to 4.32 (out of 5.00). A breakdown of the range appears in Figure 3.

Figure 3

Effectiveness of the Presenters: Mean Ratings



Quality of Presentation Content

The quality of the content was rated above average in all cases except the presentation on "50 Ways to Get More Out of Your Advisory Committee." The presentations on "Working Effectively With Community Power Structure" and "Can Labor Play a Meaningful Role in Vocational Education Staff Development?" were tied for the highest rating in content. A breakdown of the mean ratings appears in Figure 4.

Group Activities

The usefulness of information presented in group activities (including team reports, panel discussions, small group discussion) was rated on a five point scale:

Not at all				Very Useful
1	2	3	4	5

The mean scales ranged from 3.17 to 4.52 (out of 5.00). The panel discussion was ranked highest. A breakdown of the mean ratings for the group activities appears in Figure 4.

Figure 4

Quality of Content of Conference Presentations/Group Activities

	Mean Ratings
Monday:	
"Role and Responsibility of Industry in Professional Development of Vocational Educators"	4.00
Status and Practices Reports by the Team Leaders	3.85
Tuesday:	
"Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators"	3.57
"Working Effectively with Community Power Structure"	4.18
"Can Labor Play a Meaningful Role in Vocational Education Staff Development?	4.18
"50 Ways to Get More Out of Your Advisory Committee"	2.96
Wednesday:	
Panel Discussion	4.52
State Team Reports on Plans of Action	3.91

How Well Was the Conference Planned, Organized and Implemented?

Thirteen (13) dimensions of conference organization, planning, and implementation were rated by the participants using a five point scale (poor/fair/average/good/excellent). The materials distributed were ranked the highest while the conference schedule was ranked the lowest. Figure 5 summarizes the mean ratings.

The norms for quality of conference organization, planning, and implementation from previous conferences are:

	Below Average	Average	Above Average
Pre-Conference Information	Below 2.61	2.61-3.83	Above 3.83
Meeting Facilities	Below 3.65	3.65-4.25	Above 4.25
Accommodations	Below 3.60	3.60-4.08	Above 4.08
Small Groups	Below 3.24	3.24-4.06	Above 4.06
Choice of Presenters	Below 3.76	3.76-4.58	Above 4.58
Conference Schedule	Below 3.87	3.87-4.47	Above 4.47

When comparing the quality of the conference to the established norms*, it becomes apparent that:

- The pre-conference information was above average.
- The meeting facility was above average.
- The accommodations were average.
- The small groups were average.
- The choice of consultants was average.
- The conference schedule was below average.

---

*Norms are based on average ratings of fifteen(15) past conferences for vocational education leaders since 1968.

Figure 5

Quality of Conference Planning, Organization and Implementation

Rank		Rating*
1	Materials distributed	4.81
2	Meeting facilities	4.67
3	Handouts	4.52
4	Opportunities for informal interaction and exchange	4.41
5	Choice of conference topics	4.11
6	Conference staff	4.10
7	Accommodations	4.05
8.5	Choice of conference consultants	3.96
8.5	Pre-conference information	3.96
10	Small group activities	3.92
	Presentations:	
11	-by consultants	3.70
12	-by team leaders	3.69
13	Conference schedule (e.g., length and arrangement of conference activities)	3.63

---

*Poor	Fair	Average	Good	Excellent
1	2	3	4	5

Did the Conference Meet Its Objectives?

All the conference objectives were adequately met. Figure 6 summarizes the attainment of each conference objective. The objectives are placed in rank order from the greatest to least attainment.

Figure 6

Achievement of Conference Objectives

Rank		Achievements*
1.0	Broadening your awareness of what is being done to increase B-I-L inputs into vocational education personnel development.	4.12
2.0	Using experiences and expertise of other participants as a resource in refining and finalizing your plan of action.	3.88
3.0	Providing resource materials which will help you to implement your plan of action.	3.85
4.0	Broadening your awareness of contribution that can be made by B-I-L inputs into vocational education staff development.	3.70
5.0	Providing resource persons whose expertise assisted you in refining and finalizing your plan of action.	3.67
6.5	Providing technical assistance to refine and finalize the plan of action.	3.50
6.5	Facilitating completion of your plan of action.	3.50

The norms** for achievement of conference objectives from previous national conferences are:

Below 3.15	3.15-3.85	Above 3.85
Below average	Average	Above average

---

*How effectively did the conference assist you in preparing your plan of action by:

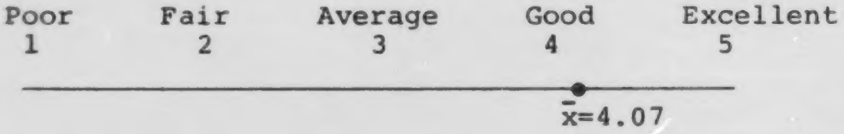
1. ____________________ Not at all ... Very Effectively
   ____________________ 1 2 3 4 5

**Norms are based on average ratings of fifteen past conferences for vocational leaders since 1968.

When compared to the norms, two objectives were above average, and five were average.

How Does the Conference as a Whole Compare to Previous National Conferences?

The participants were asked to rate the quality of the conference as a whole using the following scale:



The norms* for the conference as a whole from previous conferences are:

Below 3.44	3.44-4.66	Above 4.66
Below average	Average	Above Average

When compared to the norms, the conference as a whole is in the middle of the average range. Some highpoints of the conference identified by the participants were:

- Speakers (9)**
- "Can Labor Play a Meaningful Role in Vo-Ed Staff Development?" (5)
- Team Reports (5)
- "Working Effectively With Community Power Sturcture" (4)
- Panel (2)
- Staff Assistance (2)

Six (6) participants stated that the conference was a good experience.

---

*Norms are based on average ratings of fifteen past conferences for vocational education leaders since 1968.

**Number of respondents identifying the item appears in the parentheses.

The major weaknesses identified by the participants were:

- Time limits/lack of time (7)
- Scheduling (6)
- "Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators" (4)

How Can Future Conferences Be Improved?

The recommendations for improving future conferences centered around the design of the conference. Specifically, the participants suggested:

- More opportunities for interaction (6)
- Mix of activities (2)
- Clearer conference objectives (2)
- Eliminate evening meetings (2)
- Fewer speakers (1)
- PBTE Training (1)
- Social Activities (1)

APPENDIX

Evaluation Instruments

Daily Feedback
Final Evaluation

DAILY FEEDBACK

Monday, April 3, 1978

Please respond to the conference activities by circling the appropriate number on this page and responding to the open-ended items on the other side of this page. Thank you for your cooperation.

Presentation	Effectiveness of the Presenter	Quality of the Content
"Role and Responsibility of Industry in the Professional Development of Vocational Educators"	1 2 3 4 5 POOR EXCELLENT	1 2 3 4 5 POOR EXCELLENT
Group Activity	Usefulness of Information Presented	
Status and Practices Reports by the Team Leaders	1 2 3 4 5 NOT AT ALL VERY USEFUL	

DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations for improvement. Please include comments regarding any aspect(s) of specific activities, facilities, accommodations, the total program, etc.

Strengths	Weaknesses

General Comments and Recommendations

DAILY FEEDBACK

Tuesday, April 4, 1978

Please respond to the conference activities by circling the appropriate number on this page and responding to the open-ended items on the other side of this page. Thank you for your cooperation.

Presentation	Effectiveness of the Presenter	Quality of the Content
"Using Community-wide Collaborative Councils for the Professional Development of Vocational Educators"	1 2 3 4 5 POOR EXCELLENT	1 2 3 4 5 POOR EXCELLENT
"Working Effectively with Community Power Structure"	1 2 3 4 5 POOR EXCELLENT	1 2 3 4 5 POOR EXCELLENT
"Can Labor Play a Meaningful Role in Vo-ed Staff Development"	1 2 3 4 5 POOR EXCELLENT	1 2 3 4 5 POOR EXCELLENT
"50 Ways to Get More Out of Your Advisory Committee"	1 2 3 4 5 POOR EXCELLENT	1 2 3 4 5 POOR EXCELLENT

Group Activity	Usefulness of Information Presented
Tuesday Afternoon Small Group Discussion	1 2 3 4 5 NOT AT ALL VERY USEFUL

DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations for improvement. Please include comments regarding any aspect(s) of specific activities, facilities, accommodations, the total program, etc.

Strengths	Weaknesses

General Comments and Recommendations

DAILY FEEDBACK

Wednesday, April 5, 1978

Please respond to the conference activities by circling the appropriate number on this page and responding to the open-ended items on the other side of this page. Thank you for your cooperation.

Group Activity	Usefulness of Information Presented
Panel Discussion: "Facilitators and Inhibitors in Implementing Vo-ed Staff Development Plans Involving B-I-L"	1 2 3 4 5 NOT AT ALL ... VERY USEFUL
	Usefulness of Information Presented
State Team Reports on Plans of Action	1 2 3 4 5 NOT AT ALL ... VERY USEFUL

DIRECTIONS

Briefly indicate what you felt to be the strengths and weaknesses of today's activities and your recommendations for improvement. Please include comments regarding any aspect(s) of specific activities, facilities, accommodations, the total program, etc.

Strengths	Weaknesses

General Comments and Recommendations

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

BUSINESS-INDUSTRY-LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT TECHNICAL ASSISTANCE CONFERENCE

April 3-5, 1978

Final Evaluation

Please provide your candid responses to the following questions about the conference. The information will be used to provide feedback (1) to the funding source concerning the quality and impact of the conference and (2) to the conference planners in order to improve future conferences. Thank you for volunteering to complete this evaluation form. All data will be held in confidence.

Background Information

1. Where are you currently employed?

   ______ State Department of Education

   ______ Four-Year College

   ______ Two-Year College

   ______ Other (specify) ________________________________

2. What is your present position?

   ____

   ____

3. How many years have you been in this role?

   ____

CONFERENCE PLANNING AND IMPLEMENTATION

Please rate the overall quality of the individual areas of the conference as compared to typical professional development conferences you have attended by circling the appropriate rating for each of the following items.

		Quality				
		Poor	Fair	Average	Good	Excellent
1.	Pre-conference information	1	2	3	4	5
2.	Meeting facilities	1	2	3	4	5
3.	Accommodations	1	2	3	4	5
4.	Choice of conference topics	1	2	3	4	5
5.	Choice of conference consultants	1	2	3	4	5
6.	Conference schedule (e.g., length and arrangement of conference activities)	1	2	3	4	5
7.	Conference staff	1	2	3	4	5
8.	Small group activities	1	2	3	4	5
9.	Presentations					
	-by consultants	1	2	3	4	5
	-by team leaders	1	2	3	4	5
10.	Opportunities for informal interaction and exchange	1	2	3	4	5
11.	Materials distributed	1	2	3	4	5
12.	Handouts	1	2	3	4	5
13.	Conference as a whole	1	2	3	4	5

WORKSHOP OBJECTIVES

Please indicate by circling the appropriate rating how effectively the conference assisted you in preparing your plan of action by:

		Not at all			Very Effectively	
1.	Providing technical assistance to refine and finalize the plan of action.	1	2	3	4	5
2.	Providing resource materials which will help you to implement your plan of action.	1	2	3	4	5
3.	Providing resource persons whose expertise assisted you in refining and finalizing your plan of action.	1	2	3	4	5
4.	Using experiences and expertise of other participants as a resource in refining and finalizing your plan of action.	1	2	3	4	5
5.	Broadening your awareness of contribution that can be made by B-I-L inputs into vocational education staff development.	1	2	3	4	5
6.	Broadening your awareness of what is being done to increase B-I-L inputs into vocational education personnel development.	1	2	3	4	5
7.	Facilitating completion of your plan of action.	1	2	3	4	5

CONCLUSIONS AND RECOMMENDATIONS

1. What were the high points of the conference?

2. What were the weaker features of the conference?

3. What specific suggestions would you make for improving the conference?

4. Additional comments.

ADDENDUM II

STATES' PLANS OF ACTION

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CONNECTICUT

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

A. Representatives from B-I-L have been selected for all personnel interviewing teams for professional personnel.

B. A conference for vocational education administrators was held last spring, including representatives from B-I-L to develop communication channels. Follow-up conference planned for 1978-1979.

C. Local community education work councils have been organized in more than 40 towns in Connecticut through an EPDA project last year with Regional Education Agencies. These Councils are known by the acronym as BLIPPS (Business, Labor, Industry, Professions, Parents, and Students) and have functions for local advisory committees or groups. It is expected that these BLIPPS will be absorbed by the newly developed advisory council.

D. B-I-L continue to serve on statewide area and local advisory and/or craft committees especially with the area regional vocational technical schools and the area agricultural centers.

E. Cooperative exchange programs with business and industry in all fields (including guidance) will continue during the summer of 1978 and are planned to continue for the summer of 1979. In addition, exchange between teachers and members of craft committee job stations is planned.

F. B-I-L will continue to be involved in the planning, operation, and evaluation of youth group programs (VICA, FFA, FBLA, DECCA, FHA, HERO, JUNIOR ACHIEVEMENT).

G. Inservice training using industry facilities for training is to be continued (i.e., automotive foreman workshop, graphic arts short-term workshop and year-long internships, industrial art teachers to equipment manufacturers, nurses to specialized hospitals or health institutions).

II. Gaps and Deficiencies

A. Lack of a statewide coordinated program for B-I-L and the education system of the state.

B. Lack of communications between agencies and B-I-L councils and among councils.

C. Lack of guidance to B-I-L councils, their organization, operation and role within the vocational education system of the state and all levels.

D. Lack of participation of B-I-L in curriculum development, approval and use within the schools.

III. Plan of Action: Improvements to be implemented	Methods and Procedures	Time Table	Milestones	Expected Outcomes	Evaluation Methods
It is planned to include advisory and/or craft committee members to work with curriculum committees in updating and developing new curriculum (include task analysis)	Advisory and craft committee members will be appointed to curriculum committee.	Begin July 1, 1978	Start July 1, 1978 and add as new curriculums to be developed.	Curriculums will mirror new conditions and trends.	Industries will advise if students are better prepared for new fields in business and industry.
Develop guidelines to train BIL Advisory Councils and how to use advisory committees and councils	Area service agency (ACES) will be contracted to develop guidelines and in-service ed. programs.	To be completed Sept. 1, 1978	Completed 9/1/78 Reviewed by 12/1/78 Published & Distributed by 9/1/79.	Advisory councils will operate more effectively.	Self-evaluation by advisory councils annually.
Develop internship programs with Business and Industry as part of training programs in all fields of vocational education.	Internship programs to be developed in one college and one university responsible for vocational training in state.	Development by 6/30/79. Start by 7/1/79.	First evaluation by Sept. 1980	Teachers will be more knowledgeable about actual working conditions, etc. in BIL.	Self-evaluation by participants. Evaluation by administrators.
Recommend appointment of Education, Business, Industry, Labor, Coordinator at State Organ. level.	Request job be set up by personnel and approved by commissioner.	Job approved by Jan. 1, 1979.	Appointment by Sept. 1979.	Better cooperation and more interaction of vocational education efforts.	By advisory councils--and by definite program developed for state.
Developing a model to be included in in-service training for vocational education leaders.	Developing of special module and publishing of some.	1978-79 academic year.	Fall 1978-modules Spring 1979-instruction Spring 1980-evaluation.	Better understanding and appreciation of the need for Business, Education and Labor cooperation.	Follow-up study of participation of training and their involvement in BIL.

CALIFORNIA

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

The first annual Industry-Education Council, a statewide conference held in January of 1978, was attended by 2,300 persons from business, industry, labor and vocational education (20 councils, 26 projects).

Teacher education frequently cooperates with business, industry, and labor to offer inservice training for these groups.

There are vast numbers of advisory committees functioning at all levels of operation--local, regional, and state. Persons from business, industry, and labor contribute their talents to making these advisory committees to vocational programs an effective method of communication and collaboration.

Vocational students receive on-the-job training in California businesses and public agencies through vocational cooperative education programs. Both labor and management accept trainees and supervise their work and learning.

Instructional materials developed by vocational education are used in business, industry, and labor; vocational education also uses materials developed in the business world.

Vocational student organizations receive much support from business, industry, and labor. The support takes many forms such as speakers, tours, technical advice and contributions in material and money.

Demonstration projects illustrate B-I-L cooperation. Local school districts provide inservice using B-I-L as resources as well as state and teacher education groups.

II. Gaps and Deficiencies

Communication and collaboration need to improve.

A network of articulated relationships with ongoing exchanges of resources such as information, personnel, and materials needs to be established.

The commitment of both educational and business/industry/labor organizations needs to be stimulated to address the tasks of staff development. Top level executives of B-I-L and education and government agencies need to be involved in staff development commitments.

Existing collaborative efforts need to be identified and replicated.

Staff development related to vocational education needs to occur in business, labor, government and education.

An inventory of current practices and an opportunity to access and replicate these practices is needed.

Need to identify and collate resources, i.e., vocational education, CETA, B-I-L, etc.

Need to set priorities for staff development.

III. Plan of Action

A. Identify participants (i.e., B-I-L, ed-K-16, etc.).

B. Identify barriers and options to provide staff development.

C. Identify resources to support programs; collate for use and modify barriers.

D. Establish priorities.

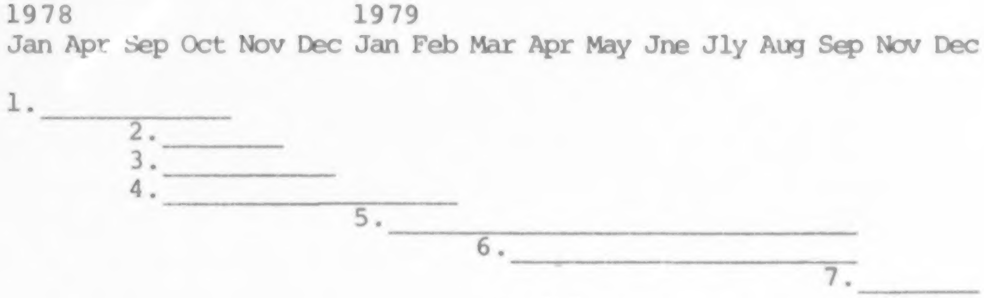
E. Develop pilot models.

F. Test models and modify.

G. Disseminate and inservice (through B-I-L and Education network).

H. Review, recommend, and modify policy.

Time Line



Organizational Development

A. Establish task force--initiate target group 7-14 to expand to K-16.

  1. Key B-I-L, government, federal--decision makers

    a. Implementers from same organizations above do work and report.

B. Establish linkage with related organizations, i.e., USOE, CTA, FTE, CAVE, etc.

GEORGIA

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

At the present time, there are a number of channels by which labor, business, and industry provide inputs into vocational education personnel development programs.

The State Advisory Council for Vocational Education participates in the planning and evaluation of vocational education programs. Annually, the Council provides the State Board of Education with recommendations on program improvements. These recommendations include suggestions on personnel development programs.

Other sources of inputs are the advisory committees of the local systems. These committees are formed with members from the local communities and with representation from labor, business, and industry. The committees work very closely with local educators in assessing and recommending program improvements including personnel development.

One specific source of input is that of the craft committees at the local level. These committees are composed of persons employed in the specific occupations for which the committees are formed. Their inputs are widely used, especially in recommendations concerning new methods, techniques, products, etc. Based on these recommendations, an average of 20 teachers return to industry each year to update their skills in their occupations. Georgia has an organized occupational update program to facilitate and assist vocational teachers in returning to business or industry.

Another channel by which labor, business, and industry provide inputs to personnel development programs is the Cooperative Programs. These programs are integrated in vocational education at the secondary level. Participating employers make significant contributions by allowing vocational educators in their facilities on a daily basis. The employers' participation in the youth club programs are also significant.

The Georgia Quick Start Program is designed to provide specific training to personnel of new or expanding industry in the state. This program provides an extensive contact between labor, industry, and vocational education. Inputs from companies served by the program are frequently received and used in the planning of personnel development programs.

Ongoing research also provides an opportunity for labor, business, and industry to have inputs in personnel development programs.

The State of Georgia sponsors, each fall, statewide inservice activities for all personnel in vocational education. The activities are for the most part designed and conducted by representatives from business, industry, and labor.

II. Gaps and Deficiencies

One visible problem with the above described input from labor, business, and industry in personnel development programs is that there exists no central coordination of inputs which result in maximum utilization of these inputs in the planning of personnel development programs.

III. Plan of Action

A. Improvements to be implemented:

A system for obtaining inputs at the state level will be designed to insure

1. that all inputs come to a central point;
2. that inputs are used to help the planning of all personnel development programs;
3. that feedback is provided to the groups giving inputs as to how their recommendations have been used.

B. Methods and procedures to be used:

A coordinating council composed of representatives from business, industry, labor, State Department of Education, university personnel, and LEA officials, will be organized and charged with the responsibility of making improvements listed above.

Work will begin immediately on organization of the council. Initial meeting of the council is anticipated to be in early fall 1978.

Expected outcomes include, but are not limited to:

1. Input into preservice and inservice teacher education
2. Input into local and state staff development plans
3. Input into curriculum development activities
4. Clearinghouse for local and state advisory committee recommendations

The first duty of the council will be to define and limit the objectives of the council. Evaluation procedures will be based on the attainment of those objectives.

The team members will be responsible for the initial organization of the council. Once this organization is completed, they will serve either as members of the council or in an advisory capacity to the council.

1. Instrument one will assist individuals in recording pertinent information on a continuous basis.
2. Instrument two will be used to summarize information recorded in one above. The summary will be submitted to the personnel development coordinator of the state to centralize inputs.
3. Instrument three will be used to provide feedback to those submitting inputs.

C. Time table for implementation:

Once the system is designed, it will be implemented. It is expected that implementation will occur in FY 79.

D. Identification of anticipated outcomes:

It is anticipated that new technological developments in business and industry will be not only assessed in time, but also anticipated in order to prepare personnel in adequate time before significant changes take place. In addition, labor trend information will be invaluable in the planning of new programs.

E. Evaluation methods:

There will be a number of objectives as part of the system. Evaluation will consist of how well these objectives are being accomplished and how well these objectives are being used in the planning of personnel development programs.

ILLINOIS

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

Business, industry, and labor want to provide teachers and counselors with more information about and experience in the world of work. Work-education councils in Illinois make a major contribution toward this end. Some organizations having significant impact are the Tri-County Industry-Education-Labor Council, Work-Education Council of the South Suburbs, and Southern Illinois University School of Technical Education.

The state of the art in Illinois includes the following programs and projects:

A. Forum for vocational directors and teachers to articulate and coordinate vocational occupational programs.

B. Involvement in curriculum development and staff development needs as a result of Illinois joining the V-TECS Consortium of States.

C. Career Guidance Institute, a graduate-level program with 30 hours of hands-on experiences in business/industry/labor work sites.

D. Building Trades Curriculum Committee for Vocational Education Peoria School District No. 150.

E. Career-Vocational Information Day.

F. Mini Vocational-Career Day.

G. Computerized Vocational Information Program. The application of computer systems to vocational exploration programs. A system that directs itself specifically and logically to the needs of the student. Counselors need a support system that provides immediate and detailed vocational occupational status information. Educators need specific and realistic data on occupations.

H. Apprenticeship Forum: To learn the needed vocational educational requirements for pre-apprenticeship curriculum.

I. Individual student in-depth interviews with a person in the occupation in which the student is interested.

J. Classroom resource people available to teachers and students from requested occupational areas.

II. Gaps and Deficiencies

There is a lack of opportunity to gain experience and to learn from actual work experience on the job in business and industry. There is a need for improved linkages on a statewide basis utilizing the input of business, industry, and labor. Illinois has not adequately utilized the resources available. There is a need to form collaborative efforts on a local basis, coordinated by the Illinois Office of Education, Division of Adult, Vocational and Technical Education. There should be more "swap" programs between educators and industry. Also needed are training programs in industry (graduate and undergraduate) whereby students will work for one year (2,000 hours) to gain on-the-job experience. Business, industry, and labor people should be involved to a greater extent in the development of service and pre-service programs.

III. Plan of Action

A. Identify improvements to be implemented:

   1. Develop summertime employment opportunities for vocational education personnel.

B. Methods and procedures to be used:

   1. Develop employment opportunities through business, industry, and labor.

C. Time table:

   1. For year 1978-1979.

D. Expected outcomes:

   1. Best learning experience vocational education personnel can have to make their counseling and teaching more effective.

E. Evaluation methods:

   1. Follow-up after completion of work experience and self evaluation.

F. Role of each team member in implementing plan:

1. Contact and locate employers to offer employment opportunities to teachers and counselors during non-teaching periods.

MICHIGAN

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

Many activities have been implemented in Michigan for the purpose of including business, industry, and labor input into vocational education in general. Activities which utilize business, industry, and labor inputs for the purpose of improving professional development have been limited.

A. Some activities have been conducted through our State Advisory Council for Vocational Education. Presently, the chairperson of the council subcommittee on professional development is a business person who is extremely interested in vocational education professional development.

B. An inservice training program for effective utilization of advisory committees was developed in Michigan with input from business, industry, and labor.

C. National Manpower Institute--Livonia Industry/Education Council.

D. Education/Industry Cooperation Conference, sponsored by Michigan State University--1976. 300 local vocational educators and business persons attended.

E. Community Resource Workshop--sponsored by Michigan State University. Thirteen workshops, held in summer of 1976 for guidance counselors and vocational teachers.

F. State Chamber of Commerce is working with career education and vocational education; it sponsored activities and functions.

G. Chamber of Commerce--Vocational Education Activities. Many activities jointly sponsored in Flint.

H. Network of Advisory Committees across the State of Michigan.

I. Internship programs for vocational teachers. Sponsored by Michigan State University.

J. Establishment of management development programs in community colleges.

K. Every General Motors plant in Michigan has a career education coordinator.

L. Two experience-based demonstration projects (Waterford, Michigan; and Gratiot County, Michigan).

M. Flint Speakers Bureau--individuals from business, industry, and labor available to schools.

N. Paternship Program--a program developed with business and disadvantaged high schools in Detroit.

II. Gaps and Deficiencies

Specifically, we are lacking:

A. Statewide structures to institute B-I-L inputs.

B. Cooperative internships.

C. Personnel exchange programs.

D. Personnel trained to implement B-I-L input systems.

E. Adequate advisory committee involvement in local programs.

F. Other appropriate B-I-L involvement techniques.

III. Plan of Action

Goal: To establish and increase the level of direct and indirect inputs from business, industry, and labor into vocational education personnel development in Michigan.

Objectives:

A. To establish a statewide linkage structure to facilitate interaction between B-I-L and vocational education personnel development.

1. Identify prospective council members.
2. Contact prospects.
3. Obtain commitments from prospects.
4. Prepare working/reaction papers.

5. Establish council.

6. Send out working/reaction papers.

7. Set meeting time--1st meeting.

8. Set up agenda--1st meeting.

9. Brainstorm ideas for structure.

10. Chart structure graphically.

11. Prepare guidelines for responsibilities.

12. Conduct 1st council meeting.

13. Assign responsibilities for linkage.

14. Evaluate value of meeting.

15. Set next meeting date.

16. Follow-up each contact and activity conducted after 1st meeting.

B. To devise and implement an evaluation method to ensure that all phases and objectives of the B-I-L system are achieved.

1. Review research on structure evaluation.

2. Develop instruments/methods, to check:

    a. Contacts made and followed through;

    b. Overall effectiveness of structure;

    c. Extent of commitments;

    d. Responsibilities accepted;

    e. Material involvements--time, money.

3. Collect data over time.

4. Analyze data.

5. Draw conclusions, make recommendations.

6. Provide constant feedback.

C. To compile a directory of B-I-L training opportunities and resource persons for inservice and preservice vocational teachers, counselors, and administrators.

1. Assign contact responsibilities for Council by industry, business, and labor classification.
2. Identify potential training sites.
3. Identify potential resource persons.
4. Verify each site and resource person.
5. Compile and edit directory.
6. Check each directory listing.
7. Publish directory.
8. Distribute directory.

D. To develop a statewide guide to enable local practitioners to facilitate interaction between business, labor, industry, and vocational education.

1. Review research.
2. Solicit suggestions or RFP for writers.
3. Identify writers.
4. Contact writers, develop contract.
5. Identify information sources.
6. Solicit input for guide.
7. Identify content areas (methods, power, structure, etc.).
8. Design flow chart format.
9. Compile information and edit guide.
10. Publish guide.
11. Distribute guide.
12. Field test guide.
13. Analyze field test results.

14. Modify/revise guide as needed.

15. Distribute guide.

16. Follow-up to determine usage rates and overall effectiveness.

E. To conduct a series of workshops for labor, educational, business, and industrial personnel to train individuals in methods of facilitating interaction between B-I-L and education.

1. Organize planning/steering committee.
2. Solicit input for content.
3. Identify content. (Include guide--see D.)
4. Write workshop objectives.
5. Identify resources.
6. Determine learning experiences/techniques.
7. Identify trainers.
8. Identify number of workshops (regional).
9. Identify workshop locations.
10. Set up agenda.
11. Obtain logistical support.
12. Conduct pre-registration.
13. Select participants.
14. Conduct workshops.
15. Evaluate workshops.
16. Provide funding for local workshops.
17. Follow-up to provide information on effectiveness and implementation of LEA workshops.

F. To increase the involvement of craft advisory committees on the local level, in the operation of LEA vocational programs.

1. Check extent of workshops already conducted (using CMU materials) for the following:
    a. Administrators
    b. Teachers
    c. Advisory Committee members
2. Follow-up on workshops held under 1.
3. Provide funding for follow-up workshops.
4. Provide funds to conduct workshops where none have been done.
5. Coordinate number, locations and times of workshops.
6. Follow-up.

G. To establish, on a statewide basis, personnel exchange programs for inservice vocational teachers, administrators, counselors, and business, industrial, and labor personnel.

1. Develop objectives.
2. Develop implementation plan.
3. Identify and select exchange sites.
4. Design alternative approaches.
5. Secure resources.
6. Design placement plan.
7. Implement program.
8. Follow-up placements.
9. Conduct on-going evaluation.

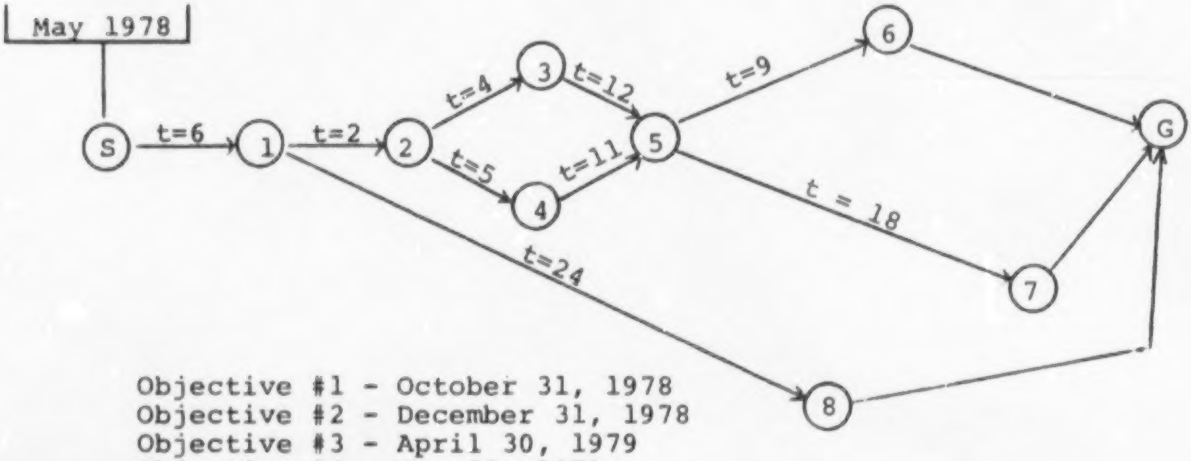
H. To establish, at each vocational teacher education institution, a practicum or cooperative internship program in business, industry, or labor for each prospective vocational teacher.

1. Establish an advisory committee.
2. Specify institution for pilot.

3. Set up pilot program.
4. Secure resources.
5. Publicize program.
6. Designate coordinators.
7. Coordinate with certification requirements.
8. Set policies.
9. Establish participant criteria.
10. Draw up training agreement.
11. Develop procedures and forms.
12. Develop assessment/evaluation procedures.
13. Identify training stations.
14. Implement pilot program.
15. Do follow-up and evaluation on pilot.
16. Expand/transport to other institutions.

Time Table:

Pert Chart (numbers refer to objectives, t=time in months)



Objective #1 - October 31, 1978
Objective #2 - December 31, 1978
Objective #3 - April 30, 1979
Objective #4 - May 30, 1979
Objective #5 - April 30, 1979
Objective #6 - January 30, 1981
Objective #7 - October 31, 1981
Objective #8 - October 31, 1980

Milestones: Self evident (see chart).

Expected Outcomes: Infer from objectives.

Evaluation Methods: To be determined from Center handbook.

Role of each team member in implementing plan: To be determined, but:

1. Ed Cory will work primarily with education and labor agencies.
2. Roy McDermitt will work with business and industry.

MISSOURI

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

The Department of Elementary and Secondary Education has been active in a number of ways to utilize business, industry, and labor (B-I-L) inputs into vocational personnel development. Last year the Division of Career and Adult Education sponsored a series of eleven business education conferences held in the different geographic regions of the state. These conferences were designed to bring together individuals from business and industry and area vocational school administrators to increase dialogue between the two groups. The principle objectives included the development of future business and industrial training programs to better meet employment needs and to acquaint B-I-L with vocational school capabilities.

A second activity concerning personnel development was included in the statewide study of vocational education which was concluded during the past year. A Summary Report of Task Force 1990 contains recommendations dealing with personnel development in planning for the future.

Another area of personnel development involves B-I-L relationships occurring in EPDA funded projects. A project conducted at Central Missouri State University focused on updating business and distributive education teachers by involving this group with B-I-L.

Selected teachers in vocational agriculture have had opportunities to increase technical competencies in welding through a project conducted by the University of Missouri-Columbia.

Currently, industrial training programs are utilizing industrial personnel as instructors in new industrial training programs.

II. Gaps and Deficiencies

There is not a systematic method for ascertaining in-service training needs for all vocational teachers. While B-I-L is an excellent resource, it is important to know what technical competencies need to be updated among the various vocational disciplines. Educational B-I-L exchange programs are not recommended unless we know specific teacher deficiencies. Exchange experiences then should be designed to meet these deficiencies.

Vocational educators need to delineate in a better fashion what the teacher needs are when working with B-I-L.

The lack of structure in definition when inviting B-I-L participants to seminars and workshops often allows the participants to wander in a presentation. It may be good public relations but it does not capitalize on an excellent resource.

Vocational educators can increase B-I-L involvement in the establishment of teacher certification requirements. Currently, there is little or no involvement of this group.

A mechanism needs to be developed for B-I-L involvement in the statewide production of curriculum materials/equipment lists.

Local administrators training programs, both pre- and inservice levels, currently do not utilize B-I-L involvement for increasing management skills.

III. Plan of Action

A. Improvements to be installed:

1. Will update the selected skills and knowledge of personnel who have not participated in the labor force within the past five-year period.

2. Will increase management skills for local administrators.

3. Will establish a mechanism for validating statewide curriculum and equipment lists.

4. Will increase the visibility and involvement of local advisory committees in vocational programming over the state.

5. Will increase the placement potential of vocational graduates--B-I-L current hiring practices and job requirements and union/management roles and requirements.

6. Public relations values--B-I-L endorsements for vocational recruitment and B-I-L political influence.

B. Methods to be used:

Improvements will be accomplished by choosing from the following appropriate list of methods: Seminars, workshops, changes in existing extension courses offered by universities, placement of vocational personnel in technical institutes operated by B-I-L, internships in the private sector, and strengthening the composition of existing advisory committees.

C. Specific time table:

1. Six months to a year for planning, development, and scheduling

2. Twelve to eighteen months for the implementation of selected activities

3. Six months to evaluate the results of the selected activities with an additional six months to be allotted for making identified changes and improvements

D Anticipated outcomes:

Objectives will be identified for each area of activity as identified above. Example: Update selected skills and knowledge for vocational personnel who have not participated in the labor force within the past fice-year period.

E. Evaluation methodology:

Data will be collected during and at the conclusion of each activity to the extent that a decision can be made as to whether ot not the objectives have been accomplished.

F. Role of each team member in implementing plan:

1. Frank Drake: Team Leader--Is concerned with the department's role in vocational personnel development programs for all disciplines and responsible for the fiscal management of funds committed to both pre- and inservice teacher education programs in the state.

2. Robert Robison: As the Director of Industrial Education and Coordinator of Industrial Training Programs, Mr. Robison will assist in defining action programs to increase B-I-L input and will also assist in identifying strategies.

3. David Baird: As a State Supervisor of Industrial Education, Mr. Baird will assist in defining action programs to increase B-I-L input and will also assist in identifying strategies.

4. Franklin King: Dr. King and the University of Missouri-Columbia PAVTE staff will assist in formulating plans and strategies for workshops, seminars and other methods to bring about improvements as well as the formulation of evaluation strategies.

NEW YORK

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

A. Each Industry-Education-Work Council by its own mandate involves local leaders from business, industry, labor, education, and government, each responsible for input into program development and involvement in program activities thus impacting programs with a total perspective.

B. A "Club 20-20" program provides the mechamism for chief school administrators and corporate chief executive officers to visit each other in the school and business setting to discuss each others problems and aspirations.

C. Career Awareness Seminars in several areas provide teachers and counselors with a structured 15-week program, exposing them to a great variety of occupations and professions and the educational requirements for jobs in their community.

D. Business-Industry-Guidance workshops interface interested parties in these disciplines to focus on job seeking, job holding skills and other variables effecting successful employment.

E. Inservice workshops utilizing community resource persons address specific subjects of interest or concern to educators, providing "world of work" information and perspective.

F. There are many other efforts channeled through the industry-education-work councils of no less importance than the previously mentioned programs which occur regularly in areas of Council activities which are too numerous to mention.

II. Gaps and Deficiencies

A. Insufficient use of "outside" resources in the identification of educator training needs.

B. Insufficient use of "outside" consultants in the design of inservice teacher education programs.

C. Insufficient use of industry training programs to upgrade vocational educators.

D. Very little tie between local advisory councils and consultant committees, and the design of teacher education programs.

E. Insufficient evaluation of vocational programs with knowledgeable "outsiders." This refers to subject content rather than methods of teaching.

III. Plan of Action

Assumptions:

A. An education-work council is the appropriate vehicle to facilitate a regional program for upgrading of vocational teacher skills.

B. Secondary vocational education teachers are in need of upgrading due to rapid technological change and other factors.

C. There are some vocational education teachers who will recognize the need for upgrading their skills and will, therefore, be receptive to participation in a staff development program.

D. Vocational education administrators will be receptive to teacher participation in a staff development program.

E. There are business/industry resources that are available to provide the means for upgrading of vocational education teacher skills (e.g., internships, technical assistance, etc.).

F. There are post-secondary institutions that will provide appropriate assistance (e.g., course credit, facilities, staff, etc.).

G. The necessary financial resources can be made available to provide the development and implementation of staff development programs.

H. There will be a concern on the part of local consultant committees for staff development.

OBJECTIVE I

By June 30, 1979, 75 percent of the existing work-education councils will facilitate collaborative efforts in developing vocational development programs.

Activities (Associated with Objective I)

A. Presentation to leadership of local work-education council (by coordinator) to include:
   1. Rationale for involvement of the council in facilitation of staff development program(s) for vocational education personnel
   2. Draft of proposed procedure to follow

B. Presentation, as above, to advisory council and consultant committees.

C. Encourage consultant committee(s) in cooperation with vocational education staff and representative of work/education council, to identify staff development needs.

D. Where an established industry training program does not exist, produce a staff development program (in cooperation with a postsecondary institution) which addresses identified needs.

E. Review of completed program by consultant committees.

F. Coordinate the advertising of program and registration of applicants.

OBJECTIVE II

To expand the teacher population to be served by extending proposed program offerings to adjacent regions where work/education councils do not exist.

Activities (Associated with Objective II)

A. Course will begin.

B. Course will be monitored.

C. Course will be evaluated.

D. Teacher outcomes will be evaluated.

EVALUATION STRATEGY

A. Teacher outcomes will be measured by means of a pre- and post-questionnaire locally developed.

B. Attendance lists will be kept and made available.

C. Evaluations will be completed by consultant committee(s); course director; teachers.

D. Project log will be kept and made available.

E. Minutes of meetings of Advisory Committee and/or consultant committee(s) will be made available.

F. A final report will be submitted by the Coordinator of the Education-Work Council.

Roles of Team Members

A. Robert J. Ullery: Team Leader--Disseminate plan to all regions having education-work councils and Directors of Occupational Education; collect data and prepare final report.

B. Robert Freund, Esther Korin--Implement plan in their own councils and act as consultants to other work-education councils.

TENNESSEE

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

In Tennessee, some of the current efforts are:

A. Business, industry, and labor inputs into secondary and postsecondary vocational education personnel development are being obtained on a limited basis through involvement of representatives from business, industry, and labor in advisory committees. The State Advisory Council has compiled and distributed a publication regarding the use of advisory committees. They also have sponsored workshops for local advisory committee members. Funds are being supplied through the State Advisory Council to insure utilization of local advisory committees.

B. Formal input from B-I-L and the public is obtained through public hearings in the three regions of the state.

C. On an informal basis, arrangements are being made for vocational instructors and counselors to work short periods of time in business and industry, to be familiar with business and industry, and to update their skills.

D. Vocational teachers are encouraged to attend workshops to get the latest technology that has been developed by business and industry.

E. Cooperative education programs are included in vocational education.

II. Gaps and Deficiencies

There has been no statewide coordinated effort to make effective use of B-I-L inputs into vocational programs.

There exists no statewide guidelines for making effective use of business, industry, and labor inputs into personnel development. In addition, there is a need for sharing of information on how others have maximized use of business, industry, and labor inputs.

III. Plan of Action

A. Improvements

1. Work with the Tennessee Advisory Council for Vocational Education in the development and implementation of a public relations program to inform school administrators and vocational educators of the value of inputs from business, industry, and labor.

2. Development and dissemination of state guidelines for making effective utilization of business, industry, and labor inputs into vocational education personnel development programs.

3. Development of model work exchange program between vocational education and representatives of business, industry, and labor.

B. Methods

Make utilization of information gathered from other states with respect to their utilization of B-I-L inputs. An analysis of this information will be used as assistance in preparation of state guidelines and public relations programs.

The vehicle deemed most effective in Tennessee is the State Advisory Council for Vocational Education and its endeavor to involve B-I-L in vocational programs. Therefore, for implementation of the three stated improvements, cooperation of the State Advisory Council will be sought.

C. Time Table

1. Involvement of State Advisory Council...May 1978

2. Development and implementation of public relations program................December 1978

3. Development and dissemination of state guidelines........................January 1978

4. Development of model exchange program...March 1978

D. Milestones

1. A meeting will be held with the Executive Director of the State Advisory Council for Vocational Education to obtain the cooperation of the Advisory Council in developing and disseminating the components included in the proposed plan.

2. Team members will work with the Advisory Council in developing the brochure and possibly an audio-visual program for utilization of B-I-L input.

3. Team members will work with the State Department of Education in developing state guidelines for distribution of local school systems regarding B-I-L input.

4. Team members will assist in developing a model program to be utilized by local school systems.

E. Outcomes

1. Improvements in administration support for using business, industry, and labor inputs.

2. Statewide guidelines for making effective use of business, industry, and labor inputs.

3. A model for providing personnel development through exchanges between vocational education personnel and representatives of business, industry, and labor.

F. Evaluation

A panel made up of vocational educators at the secondary and postsecondary school level and representatives of business, industry, and labor will review each of the activities specified in this plan. In addition this panel will provide suggestions for improving the product to be produced by the project's efforts.

TEXAS

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

The majority of the input from business, industry, and labor is provided by and through state and local advisory groups.

The State Personnel Development priorities are determined with the advice of The Advisory Council for Technical-Vocational Education in Texas. Personnel development projects are submitted based on these priorities. Each project has a planning/advisory group that provides input to the institution.

The project which utilized industry, business, and labor input most effectively is the personnel interchange program.

On January 10, 1976, the State Board of Education approved the appointment of the Advisory Committee for Texas Personnel Interchange Program. The Committee was composed of 23 members--three members representing the fields of health, business, industry, union labor, nonunion labor, government, and five representing education.

The Committee met three times during 1976.

The Committee functioned as an advisory council to the Texas Education Agency regarding personnel interchange between health, business, industry, union labor, nonunion labor, government, and education. The primary purpose of the Committee was to study and make recommendations to the Commissioner of Education.

The major responsibilities of the Committee included:

A. Recommending a plan for the Texas Personnel Interchange Program

B. Recommending and evaluating the role of secondary, junior and community college, and higher education in business and education personnel interchange

C. Recommending and encouraging other aspects of preservice and inservice education

The first meeting of the Advisory Committee was held in Arlington, Texas. The Committee discussed the concept and plan for the Texas Personnel Interchange Program. Then the Committee developed and forwarded the following resolution to the Commissioner:

> "Whereas the Advisory Committee for the Texas Personnel Interchange Program, made up of leaders of business, industry, labor and government, has found that teachers in the school systems would benefit from skills and knowledge of current practices in business, industry, labor and government gained from participating in the Personnel Interchange Program, and thus assure that students would graduate with the necessary and appropriate entry skills, and whereas the productivity growth rate of the United States is declining, and this decline is one of the causes of inflation and unemployment; the Committee strongly recommends that the Texas Personnel Interchange Program be funded."

At the second Committee meeting in Austin, Texas, Committee members met with resource persons from secondary, junior, community college, and senior college education. Recommendations for interchange programs relating to these educational systems were studied and discussed in detail.

At the third meeting in San Antonio, Texas, six of the interchange coordinators reported on their summer program activities. The Committee developed and submitted the following recommendations to the Commissioner:

A. The Texas Personnel Interchange Program should be continued and participation and funding for secondary schools should be doubled for the 1976-77 school year.

Based on the achievements and the tremendous success of the 1975-76 program and the testimony of industry and education participants, the Committee feels that an expansion is necessary.

The Committee believes that all professional personnel can benefit from this type of inservice education. Therefore, all school districts and all professional personnel should be eligible to participate in this program.

The Committee agreed that the program can be coordinated at the Texas Education Agency and controlled by the participating school districts.

The allocation of funds for the interchange program should be made prior to March 1, 1977, enabling school districts to have the necessary time for planning.

The Commissioner should consider requiring public school teachers to return to business for occupational updating not less than 30 working days for every five years of teaching.

B. The Texas Personnel Interchange Program should make provisions to include community and junior college personnel.

Community and junior college personnel have the same need for updating as secondary personnel. A plan for an interchange program should be designed requiring postsecondary staff members to return to industry once every five years.

C. The Texas Education Agency should encourage teacher education institutions to include teacher educators in educational and business interchange programs.

The Committee agreed that periodic interchange opportunities should be provided for the teachers of teachers in education departments at the college level creating an incentive for them to go back into secondary schools.

D. The Department of Occupational Education and Technology of the Texas Education Agency should coordinate and fund the proposed Texas/Mexico Personnel Exchange Program.

There has been a great deal of planning with representatives of the technical institutes of Mexico, representatives of the postsecondary institutions in Texas, and Texas Education Agency personnel. Visitations have occurred and agreements have been developed between the Ministry of Education of Mexico and the Texas Education Agency.

The Advisory Committee did not meet in 1977 because of the change in State Board of Education policy for advisory groups. However, on October 8, 1977, the new policy for the Committee was approved by the State Board for Vocational Education. Plans are being made for the selection and approval of the Committee members.

Each school district that participates in the interchange program has an advisory committee composed of leaders from business, industry, and labor groups. They assist in the selection of participants and working/training assignments.

II. Gaps and Deficiencies

A. Lack of communication between business, industry, labor and education.

B. Lack of a systematic approach to business, industry, and labor input.

C. Lack of leadership.

III. Plan of Action

A. Objectives--The Personnel Interchange Program is designed to provide opportunities for secondary and postsecondary vocational instructors and counselors to update their knowledge and skills in their teaching field. This opportunity should assist instructors and counselors in keeping abreast of new and emerging business developments.

B. State Administration and Leadership--The Texas Education Agency shall approve and evaluate Personnel Interchange Programs administered by public schools.

C. Responsibilities of Public Schools--Local education agencies are responsible for:

1. Making application for approval of Personnel Interchange positions for the months of June, July, and August and must be submitted before May 1, 1978. All applications will be processed on a first-come, first-served basis.

2. Appointing a personnel interchange coordinator to administer the program. The coordinator is usually the vocational director or supervisor and is responsible for:

   a. identifying a local Personnel Interchange Advisory Committee;

   b. developing a procedure for identifying and selecting instructors and counselors to participate in the program;

   c. identifying work/training positions in business and placing the participants into their interchange assignments;

   d. determining the length of time the instructor or counselor will participate in the interchange;

e. maintaining work/training plan between the cooperating business and participants;

f. supervising the participants in the program;

g. evaluating the effectiveness of the program and submitting the results to the Department of Occupational Education and Technology Texas Education Agency.

3. Paying or making provision for payments to instructors' and counselors' salaries which should not exceed their present pay grade or $1,000 per month.

4. Applying for reimbursement of funds expended for salaries of the participants following the completion of the program.

D. Eligibility and Selection of Participants--Opportunities to participate in the Personnel Interchange Program are provided to the following:

1. Vocational secondary and postsecondary instructors and counselors presently employed by a local education agency.

2. Instructors and counselors who have a need for updating their occupational or career field. In most cases, the guideline of not having worked in industry for over five years can be used for selection purposes.

3. Each district will be eligible for interchange positions based on the following formula:

Number of Vocational Units	Number of Positions
40 and above	5 positions
39 - 30	4 positions
29 - 20	3 positions
19 - 10	2 positions
9 - 1	1 position

A position shall be calculated at $1,000 for four weeks of employment. The position may vary in length; for example, one participant may work six weeks, another two weeks, for a total of two interchange positions.

E. Type of Work and Place of Employment--Instructors and counselors may participate in work/training assignments on the job or in training schools in business, industry, labor and government. The work/training assignment should address areas in which the instructors and counselors need updating.

VIRGINIA

BUSINESS, INDUSTRY, AND LABOR INPUTS INTO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS

PLAN OF ACTION

I. Current Efforts

A. Exchange program with industry--approximately 15 teachers per year are exchanged with B-I-L.

B. Utilization of business establishments for sponsored activities (i.e., D.E. Leadership Conference sponsored by Military Circle Mall at Norfolk, VA. Conference sponsored by Springfield, VA.).

C. Utilization of internships in industry-business-labor for graduate students (vocational education).

D. Development of V-TECS curriculum materials (major B-I-L input).

E. Development or capability (program) for new and expanding occupations by

1. orientation of B-I-L and vocational education;
2. exchange program between vocational teachers and B-I-L;
3. inservice program to support the development of teachers.

Approximately 100 teachers per year from T & I, D.E., Health Occupations, Business Education, and Agriculture.

F. Following programs:

1. B-I-L input to State Advisory Committee
2. On-the-job training (B-I-L input)
3. Career Days and other exploratory activities (B-I-L input)
4. Conferences and workshops (B-I-L input into development and conducting of activities)

5. Manpower skill center employability programs (B-I-L cooperation and sponsoring of activities)

6. B-I-L assistance with equipment procurement (primarily transportation industries)

II. Gaps and Deficiencies

A. Getting stipends to pay teachers as well as substitute salaries (summer program might be possible solution).

B. Getting industry representatives to exchange and accept classroom responsibilities.

C. Updating in terms of keeping teachers, administrators, teacher educators, and state supervisors abreast of technological change in program areas in vocational education.

D. Lack of experience among new teachers who will be coordinating programs for the disadvantaged identifies need to provide the teachers of the disadvantaged opportunities to work in typical placement situations.

E. Specification that teachers participating in industry-education exchange program will receive college credit.

PLAN OF ACTION

PERSONNEL DEVELOPMENT
FOR VIRGINIA

Melvin H. Garner
Administrative Director of Vocational Education

Maude P. Goldston
Supervisor of Personnel Development
Vocational Education

Philosophical Basis

The philosophical basis for personnel development in Virginia will be viewed as a set of interrelated beliefs about each aspect of preservice education, inservice education, consultant services and research and development activities in a comprehensive approach to vocational personnel development.

Narrative Overview

Delivery Systems

The Virginia State Department of Education, recognizing the need for providing adequate programs of teacher education for vocational personnel, has approved certain accredited teacher education institutions to provide preservice and inservice education programs. These programs are operated through cooperative arrangements with the teacher education institutions, the Division of Vocational Education, and the Division of Teacher Education and Certification of the State Department of Education.

Preservice teacher education, which is provided through approved public and non-public institutions of higher education, includes general, professional, and technical subject matter courses which meet or exceed the requirements of the "Certification Regulations for Virginia Teachers" in the various vocational education program fields.

Inservice teacher education is offered by teacher educators, state and local supervisory staffs, and special consultants working both independently and cooperatively. Such education is provided through regular institutional courses; short intensive courses; local and statewide summer workshops; national, State, area, and local conferences; and school visitations. Such education includes improvement of instructional techniques, preparation of instructional materials, leadership training, curriculum development, and the technical aspects of the occupational field. Inservice education courses may or may not carry college credit.

The Virginia State Department of Education also recognizes the need for more leadership development activities for State staff, teacher educators, local administrators and other personnel to help strengthen vocational education.

All institutions and private organizations eligible to receive vocational education funds through PL 94-482 must submit a Local Plan for utilization of funds.

The described approach for providing pre-service and in-service education is utilized for vocational education personnel development programs and activities.

The State Plan of Action for Personnel Development is an integral part of the Virginia State Plan for Vocational Education (1978-82:83-88) adopted by the State Board of Education and approved by the U.S.O.E.

Administrative Responsibility for Personnel Development

The Virginia State Board of Education assures appropriate leadership in generating and coordinating resources for professional development. The administrative responsibility for professional development is placed within administrative and program field services of the Division of Vocational Education.

Advisory Committee for Personnel Development

The Advisory Committee for Vocational Education Personnel Development is as follows:

Director, Program Services, Division of
Vocational Education

Director, Teacher Education and Certification

Supervisor, Guidance Services

Supervisor, Business Education

Supervisor, Agriculture Education

Executive Director, State Advisory Council

Community Colleges

Supervisor of Personnel Development

A second committee has been organized to work with Leadership Development and Certification Grant Awards for persons in/or seeking certification in vocational education. Dr. Samuel Morgan, Virginia Polytechnic Institute and State University; Dr. Vincent Payne, Virginia State College; Dr. Walter Ramey, Virginia Commonwealth University.

Unmet Personnel Needs

The personnel development plan for vocational education in Virginia includes pre-service and in-service programs described in Tables 3, 8A, and 8B of the State Plan for Vocational Education FY 1978 with recommendations from the State Advisory Council and the Personnel Development Committee.

Three selected personnel development goals are proposed for making an impact on unmet personnel needs in vocational education in Virginia. Each major program topic will be adapted to a workshop, institute, or credit course according to the time constraints of participating personnel. The general specifications to be developed for each program will provide the framework for detailed project specifications to be submitted by the agency seeking special personnel development projects.

1. Inservice education programs for state vocational education staff members, teacher educators, local administrators, teachers and vocational counselors to improve the quality of instruction, supervision, administration, and planning activities of vocational education (Continuing Objective Goal 1, 10.1-10.2).

2. Inservice education programs will be designed to improve the qualifications of persons entering or re-entering the field of vocational education (Goal 1-10.3).

*3. Inservice education programs will be provided for the exchange of vocational teachers and other staff members with skilled technicians or supervisors in industry and the development and operation of cooperative programs for teachers which involve periods of teaching in a vocational field and work experience in business and industry related to the teaching.

Types of programs in order of priority planned to carry out these goals:

Goal I

a. Program for Leadership Development

Objectives - Experiences will be provided for State staff, local directors of vocational education, and principals of vocational centers, that will help them develop approaches and techniques which will strengthen their planning capabilities for vocational education and implementation of competency-based instruction in all vocational classes.

Activities - Provide inservice education for all vocational education State staff, principals and local directors of vocational education.

Participants - Inservice education programs for about 200 vocational personnel will be provided.

b. Programs for the Teachers, State Staff and Administrators of the Disadvantaged, Handicapped, and Gifted and Talented Students

Objectives - Learning experiences will be provided through which teachers can (1) develop the ability or identify disadvantaged or handicapped students; (2) respond to the need for a team approach to assess the special needs of such students; (3) develop the ability to plan and implement an occupational program which is relevant to the needs and interests of disadvantaged, handicapped, and gifted and talented students and to employment opportunities open to them; (4) assimilate the disadvantaged, handicapped, and gifted into the work force; and (5) provide purposeful educational experiences for these students.

Activities - Programs for the teachers of the disadvantaged, handicapped, and gifted and talented students will be designed to help teachers understand the characteristics which prevent students from achieving at their maximum level of potential in regular curriculum programs. Upon completion vocational teachers will know how to teach effectively disadvantaged, handicapped, and gifted and talented students using competency-based instruction, innovative approaches to curriculum planning, and creatively in teaching.

Participants - Approximately 150, not more than 25 to a class, vocational teachers will be selected from all geographical areas. Selective criteria from participants will include interest in working with disadvantaged and handicapped students.

c. Developing Career Counseling Techniques

Objectives - Opportunities will be provided for guidance counselors and vocational educators to learn the most up-to-date career counseling procedures and to obtain up-to-date information in order to (1) interpret the vocational education programs to students; (2) provide career counseling for all students, those who can and those who cannot succeed in regular programs; and (3) to help others overcome sex bias and sex stereotyping in vocational education programs.

Activities - Joint inservice education programs for counselors and vocational education personnel in career counseling techniques and labor market trends to begin with a State program for leaders, and then to proceed to the seven study group districts in the State.

Participants - Approximately 2-0 leaders in guidance and vocational education at the local level, State staff, and teacher educators will be involved in the State conference that precedes the seven study group districts in the State.

Goal 2

a. Programs to Prepare Teachers for Occupational Areas Where the Greatest Shortages Exist

Objectives - (1) To assist vocational teachers or technically competent persons to become certified in vocational education fields experiencing a shortage of teachers. (2) To help vocational teachers to become familiar with new occupational areas.

Activities - (1) Provide inservice education for vocational teachers for teaching in orientation and exploration programs in the various occupational fields. (2) Provide for teachers who are not fully endorsed to become fully certified in an area where teacher shortages exist. (3) Assist certified vocational teachers to become certified in a new area.

Participants - Inservice programs will be provided for about 100 persons who will be involved in becoming certified in vocational educational fields in the following school year.

b. Programs for New and Emerging Occupations and Career Clusters

Objectives - Vocational teachers will become technically competent to teach in programs for new and emerging occupations in specific vocational fields or career clusters. Vocational teachers will develop skills of analyzing job activities and incorporating these into instructional activities.

Activities - Provide inservice teacher education on university or college campuses, in regional study groups, or exchange programs through teacher cooperative programs.

Vocational teachers will be provided opportunities for experiences--and with resources--that will assist them in keeping up-to-date with new technologies in various occupational fields.

Vocational personnel will be familiarized with curriculum materials for new and emerging occupations and career clusters.

Participants - Approximately 100 vocational teachers and other vocational personnel (20 per occupational area) will be involved in the inservice programs.

Goal 3

a. Exchange Program Between Vocational Teachers and Persons in Business and Industry

Objectives - (1) Teachers will learn the latest advances in job procedures and practices in order to
   (a) update the existing curriculum;
   (b) design new curriculum activities within an occupation;
   (c) respond to the recommendations of persons actively engaged in the occupations for which the vocational programs prepare workers;

(d) develop personal technical competence in new and emerging occupations.

(2) Persons from business and industry will become familiar with the vocational education program. Improved coordination between vocational education and business and industry will result.

Activities - An exchange program between vocational teachers and persons in business or industry will be designed on the college campus or in a local community to (1) provide opportunities for teachers to update knowledge and skills in their occupational areas or in new occupations; (2) concurrently orient persons from business and industry to the vocational education program.

Participants - Approximately 15 vocational teachers will be involved. Approximately 15 persons from business and industry will be involved in the exchange program.

Review and Evaluation of Personnel Development Program

Each year the Advisory Committee for Personnel Development will assist in the review and evaluation of the personnel development activities in the State to determine if needs are being met and to help establish priorities for future activities and planning.

Outlook of Tentative Plans 1978-79

Inservice preparation to meet unmet vocational education personnel needs in Virginia reflects an increase during the next several years. These needs are projected in Table 3, 8A-8B of the State Plan for Vocational Education for Fiscal Year 1978. Increased emphasis will be placed on improvement of instruction through competency-based instruction and the implementation of objectives under the Standards of Quality for Virginia Public Schools relating to vocational education programs.

Information for soliciting project proposals to provide inservice activities for vocational personnel will be sent to eligible recipients. The attached application will be used as format for project. The Advisory for Personnel Development Committee will review projects for approval. Those proposals meeting priority goals and objectives will be selected for funding. An annual evaluation will be made of each project and comprehensive evaluation of the total system of personnel development.

ADDENDUM III

STATES' IMPLEMENTATION REPORTS

CONNECTICUT

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

The recommendation to include Advisory and/or Craft Committee members to work on curriculum committees has been made statewide through a special newsletter we have developed for Advisory Committees.

The recommendation will go out as an administrative letter to all superintendents of schools and directors of vocational-technical schools by the end of June.

The recommendation will become part of the guidelines for developing and operating Advisory Committees. These guidelines will be available by September 1, 1978.

2. Activity:

Guidelines for the initiation, development and operation of Advisory Committees in the State of Connecticut are in the final stages of preparation by ACES (Area Cooperative Educational Services) and should be completed by September 1, 1978. They will be distributed statewide and available through ERIC.

3. Activity:

Internship programs with business and industry have been approved by the Associate Commissioner and Director of Vocational Education. Four programs for summer internships of teachers will send 195 teachers and counselors into industry in a variety of programs. Counselor programs will be for three weeks in industry operated through the area service centers; 20 T and I, DE, Health Occupations and BOE and related take part in a program for 5 weeks and 6 graduate credits through Central Connecticut State College; 20 voc./ag. teachers will work with agro-business and 20 home economics teachers will be in a similar program in occupational home economics programs operated by the University of Connecticut.

The next activity will be to develop semester or whole year programs for teachers and counselors for in-depth internships with business and industry.

4. Activity:

A recommendation has been made to the Commission for the appointment of a full-time BIL Coordinator. This is under discussion and will be decided upon after July 1, 1978, and programmed for FY 1979-80. The importance of a full-time person to the BIL cooperative program has been stressed--the decision depends upon the availability of funds.

5. Activity:

A model module is being prepared by ACES under contract and will be available for preview by September 1, 1979. This will be an audiovisual module and when ready will be tested with the local Advisory Councils before including this unit as part of the in-service training for vocational education leaders.

CALIFORNIA

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

May 31, 1978

Catharine P. Warmbrod
Project Director
National Center for Research
in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

Dear Catharine:

Thank you for your recent letter regarding the implementation of our plan of action for increasing inputs from business, industry, and labor in vocational education personnel development. I regret to say that due to time constraints, budget problems, and legislative action in California regarding vocational education as a whole, I have not had time to implement the activities identified in the plan.

As you may know, California is undergoing considerable change in its vocational education program, and with the election on June 6 regarding the widely publicized Proposition 13 tax initiative, it appears that it will be some time before vocational education in California settles into an operating mode.

I do regret that we have not had time to take action on the plan, however, please rest assured that the plan is only in a holding pattern and once things settle here we will begin implementation. If you need further information or clarification, please contact me.

As soon as things do settle down, I will begin the process of taking action on the plan.

Sincerely,

Jeffrey G. Reyes

Jeffrey G. Reyes, Coordinator
Professional Development
(916) 445-6726

JGR/lw

GEORGIA

STEPS TAKEN TOWARD IMPLEMENTATION OF PLAN OF ACTION FROM APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

A system was designed by personnel of the Division of Program Development to obtain inputs for personnel development on June 8, 1978.

The system and its diagram are being included in a new procedures manual for the administration of vocational education in Georgia. The manual will be completed by August, 1978.

2. Activity:

The Division of Program Improvement was designated as the central point for inputs by the Associate State Superintendent of Schools, Office of Vocational Education in the organization of his office early this year.

3. Activity:

Plans for the formation of the coordinating council are well underway.

The council will be composed of thirteen members: two from business, two from industry, two from labor, two from the State Department of Education, two from the Universities, two from the local systems, and the State Personnel Development Coordinator.

Instruments to obtain inputs will be developed through the council.

The final system must be in operation by December, 1978.

ILLINOIS

TRI - COUNTY INDUSTRY - EDUCATION - LABOR COUNCIL
P. O. Box 2400
Interim Campus Illinois Central College
East Peoria, Illinois 61611
Telephone 694-2123

May 22, 1978

Catharine P. Warmbrod, Director
Business-Industry-Labor Project
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Cathy:

This letter will confirm our recent telephone conversation concerning what steps we have taken in Illinois in implementation of the state plan.

Based on a recent meeting held by IOE/DAVTE, the plan is to establish Work-Education Councils throughout the State of Illinois. Will utilize the nineteen Career Guidance Centers as a starting point for establishing Councils' or committees to implement vocational and career education personnel development by using resource people from Business/Industry/Labor/Professions/Government/Social Agencies/Agriculture.

Yours truly,

Paul

Paul B. Musgrove
Executive Director

PBM;pa

cc: Jim Haire IOE/DAVTE
Carl Fazzini

MICHIGAN

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

PURPOSE: Awareness, information and generation of interest in the Action Plan.

ACTION: Action Plan was submitted to appropriate Vocational-Technical Education Service staff (Supervisor of the Personnel Development Unit, Chief of the Program Monitoring and Compliance Section, and the State Director for Vocational Education).

DATE: May 3, 1978

PERSONS: As noted abovd.

RESULTS: Anticipated feedback and scheduling of a meeting to discuss the Plan.

NEXT STEP: Meet to discuss the Action Plan and modify objectives/ time lines as needed.

2. Activity:

PURPOSE: Awareness, information and generation of interest in the Action Plan.

ACTION: Action Plan was submitted to one representative from each of nine Institutions of High Education which prepare Vocational Teachers and inservice existing teachers.

DATE: May 22, 1978

PERSONS: Nine vocational teacher educators, one from each of nine major Teacher Education Institutions in Michigan which prepare and inservice vocational teachers.

RESULTS: Direct feedback from each person relative to the action plan as per the attached "Reaction Sheet."

NEXT STEP: Meeting between V-TECS staff as noted above, the nine vocational teacher educators, and the Professional Development Sub-committee of the Michigan State Advisory Council for Vocational Education.

REACTIONS TO B-I-L INPUTS TO VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT-MICHIGAN ACTION PLAN

Received From: ______________________________
(NAME)

Please indicate with a check mark in the appropriate space your reaction to each of the planned objectives and other items as indicated. Thank you.	Appropriate	Realistic	Achievable	Re-write (see comments)	Delete	Measurable	
Objective #1							
" #2							
" #3							
" #4							
" #5							
" #6							
" #7							
" #8							

In your judgement, is the timeline indicated in the PERT Chart realistic and achievable?

Yes_____
No_____

If "no," please suggest revisions.

____

____

____

Overall, do you support the concept implied by the action plan?

Yes_____
No_____

If "no," please indicate your specific objections.

____

____

____

Would you be willing to serve on a State-wide Council to accomplish to objectives stated in the plan (or revisions thereof)?

Yes_____
No_____

MISSOURI

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

Will update the selected skills and knowledge of personnel who have not participated in the labor force within the past five-year period.

An EPDA project listed under current efforts focused on updating Business, Distributive and Industrial Education teachers by involving them with B-I-L. In cooperation with Central Missouri State University that project has been expanded and is available to vocational teachers on a statewide basis. Brochures are being developed by Central Missouri State University to announce the expansion of this project.

2. Activity:

Will increase management skills for local administrators.

During the summer months the Missouri Council of Local Administrators meet and plan for an annual January meeting. The committee meets with the planning group and discusses a program to increase management skills for local administrators for a two-day workshop.

3. Activity:

Will establish a mechanism for validating statewide curriculum and equipment lists.

This office has established priorities to develop four curricula for the 1979 fiscal year. These curricula and equipment lists will be validated by a six-teacher curriculum committee appointed for each specific curricula area. These six members will utilize their local program advisory committee for this evaluation.

NEW YORK

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. **Activity:** (Purpose, action taken, dates, persons involved, results, next step, etc.)

To acquaint regional industry-education coordinators with plan of action. Plan disseminated to regional industry-education coordination projects. See attached list of regional coordinators. This group will consider the plan and their relationship to it during a June 12-14 meeting to be held at The Rensselaerville Institute on Man and Science.

2. **Activity:**

Meet with all New York State Occupational Education Directors, May 18, at Lake George. This will be the first step toward encouraging the directors to activate local consultant committees in an effort to identify vocational teacher needs.

3. **Activity:**

A three-week summer program will be implemented in cooperation with Niagara Community College for 45 occupational teachers each of whom will work one week in each of two separate places of employment directly related to the teacher's field of instruction. Preliminary sessions at the college and followup sessions will help the teacher to identify portions of instructional programs which can benefit through the summer experience. Teachers will receive a $100 per week subsistence allowance during this project. This program will also be evaluated with an eye to the development of more such programs in subsequent recess periods.

4. **Activity:**

The plan of action will have been circulated to the following instructional units within the Education Department: Bureaus of Distributive Education, Business Education, Industrial Arts Education, Home Economics Education, Health Occupations Education, Trade and Technical Education, and Agricultural Education.

TENNESSEE

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

The local directors (150) of secondary vocational education were informed of the plans for Tennessee's efforts in using business, industry and labor inputs on April 7, 1978. The local directors agreed to work with the team members as implementation of the plan progressed.

2. Activity:

Contact was made with the Executive Director of the Tennessee Advisory Council for Vocational Education to obtain the cooperation of the Council in working with the team. Contact was made May 12, 1978. An additional meeting is planned in which the team members will meet with the Executive Director of the Council to work out procedures to implement step one of the plan.

TEXAS

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

The purpose of the Personnel Interchange Program is to provide opportunities for vocational instructors and counselors to update their knowledge and skills in their career field by returning to business, industry, and agriculture.

A total of 65 personnel interchange applications were received by the Texas Education Agency. There were 39 school districts approved to participate in the program and a total of 136 teachers and counselors selected as participants.

The participants will be involved during the months of June, July, and/or August. Contracts, Program Agreements, and Work/Training Plan must be completed before the interchange can begin.

VIRGINIA

STEPS TAKEN TOWARD IMPLEMENTATION
OF
PLAN OF ACTION
FROM
APRIL 6 TO MAY 31, 1978

1. Activity: (Purpose, action taken, dates, persons involved, results, next step, etc.)

   Internal communication with staff in Personnel Development on the national conference and the benefits derived.

2. Activity:

   Writing RFPs to be sent to state teacher education institutions that prepare vocational teachers.

3. Activity:

   Two team members have developed and submitted a proposal to the State Personnel Development Office that relates to the development of a teacher exchange program in three geographical areas of Virginia.